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ABSTRACT

Illinois community college presidents' perceptions of leadership for creating or maintaining learning colleges and the influence gender may have on their perceptions are the major focus of this dissertation. The authors assert that little data exist as to how community college presidents view learning-centered practices of learning institutions and more specifically their institutional goal of becoming a learning college. This research attempts to identify the perceptions of Illinois community college presidents regarding leadership for creating or maintaining a learning college. Data collection was carried out using a survey instrument adapted from the Inventory of Learning-Centered Practices (1998). The survey consisted of 54 items divided into two parts: profile information and presidential perceptions of learning-centered practices. The population for this study was composed of all Illinois presidents of two-year public community colleges, a total of 48 presidents (10 were women). Thirty-two presidents participated in the study (9 females). The document concludes with a summary of the data analysis procedures utilized in the study along with a discussion of significant findings, implications, and recommendations for future research. Appended are copies of the letter of permission, follow-up letter, and consent forms. (Contains 83 references.) (RC)

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# ABSTRACT

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# ABSTRACT

Illinois community college presidents' perceptions of leadership for creating or maintaining learning colleges and the influence gender may have on their perceptions are the major focus of this dissertation, particularly since much has been written about educational reform, outcome-based assessment, and building learning communities, institutions, or organization. Throughout this era of revitalization, little has been written about learning colleges, and particularly about the type of leader required to effect such change. In addition, little data exist as to how community college presidents view learning-centered practices of learning institutions and more specifically their institutional goal of becoming a learning college. In other words, what are the perceptions of Illinois community college presidents perception of leadership for creating or maintaining a learning college?

The researcher became interested in how the president's leadership role impacted the focus of the institution, particularly the president's perception of learning-centered practices for creating or maintaining learning colleges. If community colleges are required to demonstrate student success and quality, their leaders must reform and reshape their institutions in order to survive in the next millennium. Thus, the president's leadership perspective of the learning paradigm must be of utmost importance to the president and clearly focused on the practices that will support or create such a learning-centered environment.

NORTHERN ILLINOIS UNIVERSITY

# ILLINOIS COMMUNITY COLLEGE PRESIDENTS' PERCEPTIONS OF LEADERSHIP FOR CREATING OR MAINTAINING LEARNING COLLEGES

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
DOCTOR OF EDUCATION

DEPARTMENT OF LEADERSHIP IN EDUCATIONAL
AND SPORT ORGANIZATIONS

BY
PEGGY F. J. BRADFORD

DEKALB, ILLINOIS
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This dissertation is dedicated to the memory of my mother, Tris Ella Jackson, an educator for over 30 years in the elmentary-school system, and of course, my dad, Lue Dee Jackson, Sr., an educator of more than 40 years in the elementary-school system. Their appreciation and love of knowledge have inspired all nine of the children to pursue a lifelong journey of learning.

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# CHAPTER I

# INTRODUCTION

Community colleges are best known as teaching institutions and are often thought to be at the forefront of change in postsecondary education. In fact, throughout their history, community colleges have been the postsecondary institutions whose reaction to change has been the most timely and accountable (Killacky & Gillett-Karam, 1994). A learning college, as defined by O'Banion (1997), "places learning first and provides educational experiences for learners anyway, anyplace, anytime" (p. 22). A current and critical change that is impacting community colleges nationwide is the need to become learning colleges or learning-centered institutions. The processes by which an institution transforms itself into a learning college encompass revision in the following arenas: allocation of resources, organizational goals, vision and mission statements, policies, procedures, and personnel (O'Banion, 1997).

The concept of the "learning college" may prove fruitful in addressing many of the current problems facing higher education today (O'Banion, 1997). Such problems include, but are not limited to, the poor academic preparation of students who are unable to demonstrate what they have learned after attending college, preparation of K-12 students, and United States students' academic performance in comparison to other countries. O'Banion (1997) stressed that learning colleges should provide "experiences designed for the learners rather than for the convenience of institutions and their staffs. The term 'learning college' is used generally to refer to educational institutions" (p. 47). The concept of the learning college is based on six key principles: (a) the learning college creates substantive change in individual learners; (b) the learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices; (c) the learning college creates and offers as many options for learning as possible; (d) the learning college assists learners to form and participate in collaborative learning activities; (e) the learning college defines the roles of learning facilitators by the needs of the learners; and (f) the learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners (O'Banion, 1997).

The goal of learning colleges is to put learning at the heart of the academic enterprise by overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education. These changes formulated from the top down should be visible in policy, procedures, governance, funding, vision, mission, leadership, and values. The hierarchy is to a significant degree flattened; faculty become facilitators of learning, students are active learners rather than passive recipients of data, and support staff help manage and coordinate learning activities so that faculty time may be available to concentrate on learning (O'Banion, 1997). Community colleges are beginning to place student learners at the center of the institution. Presidents who lead efforts to create learning colleges have the opportunity to revitalize the goal of community colleges, to be known as more than merely teaching institutions but also as learning institutions. Presidents' success in such efforts requires institutional and community restructuring to focus on a new paradigm of learning. Similarly, corporations that are learning organizations have shifted their focus to building communities of learners to enhance workers' performance levels. As such, the learning required to be a learning organization is "transformational learning" (Senge & Kofman, 1995, p. 38), learning that requires the worker to think critically, analyze, and evaluate various solutions.

This study examines how female and male community college presidents perceive learning-centered practices for creating or maintaining a learning college. Female as compared to male presidents were studied because the literature clearly suggests that there is a perception that important gender differences may exist in leadership practices. Leadership practices were explored in an effort to ascertain the specific kinds of issues, goals, strategies, structures, technology, staff system, and leadership skills perceived by female presidents and male presidents to be necessary in creating a learning-centered institution. The major areas of interest in this research were learning colleges, transformational leadership, and gender and race similarities and differences among female and male community college presidents regarding Illinois community college presidents' perceptions of leadership for creating or maintaining learning colleges.

## Purpose and Problem of the Study

The purpose of this study is to contribute to a greater understanding of female and male community college presidents' perceptions of learning-centered practices as leaders for creating and maintaining learning colleges. The specific problem of the study is to examine the perceptions of female and male presidents of Illinois community colleges in terms of the adapted Inventory of Learning-Centered Practices Questionnaire (LCPQ) originally authored by O'Banion (1998) (see Appendix C). These learning-centered practices were grouped into 13 categories according to O'Banion (1998) based upon his Inventory of Learning-Centered Practices (LCP).

## Research Questions

Based upon the problem statement, the following research questions were formulated:

1. What are the similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices, examined in terms of reported extent of agreement with 54 learning-centered practices items sorted into 13 predefined categories?

2. What are the similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that community colleges should be designed for the learner rather than the employee?

3. What are the similarities and differences in female and male community college presidents' perceptions of learning-centered community college practice when examined in

terms of extent of agreement that their own community college is a learning college?

O'Banion's (1998) 13 categories of learning-centered practices are (1) revising mission statements, (2) involving all shareholders, (3) training staff, (4) holding conversations about learning, (5) identifying and agreeing on learning outcomes, (6) assessing learning outcomes, (7) selecting faculty, (8) redefining faculty and staff roles, (9) providing more options for how courses are delivered, (10) creating opportunities for collaboration, (11) orienting students to new options and responsibilities as learners, (12) applying information technology, and (13) reallocating resources.

Individual variables examined for each of the 13 categories are (a) number of years as a community college president, (b) number of years in current position, (c) number of presidencies held, (d) positions held prior to presidency, (e) years of experience, (f) years before retirement, (g) education, (h) race, (i) opinion extent to which there is agreement that community colleges should be designed for the learner, and (j) extent to which current college is viewed as learning college. Institutional variables examined for each of the 13 categories are (a) enrollment and (b) geographic location.

## Background and Rationale

According to the Wingspread Group on Higher Education (1993), higher education reform is long overdue. Their report noted that "a disturbing and dangerous mismatch exists between what American society needs from higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality of undergraduate preparation provided on many campuses. The American imperative for the twenty-first century is that society must hold higher education to much higher expectations or risk national decline. America's ability to compete in a global economy is threatened....The capacity of the United States to shoulder its responsibilities on the world stage is at risk" (Wingspread Group, 1993, p.1). The aforementioned mismatch is most clearly evident in the lack of demonstrated student competencies in relation to job performance. Employers are creating their own universities to close the gap between skills graduates present with in terms of performance level in basic areas of reading, writing, problem solving, critical thinking and collaboration.

Vaughan (1989) noted that "trustees are obligated to determine the right fit or chemistry for a college at a particular time and location. There are some cases when the right fit requires a White male president and other cases when it requires a female president" (p. 76). As Twombly (1995) indicated, this view reinforces the role of image, in this case gender, as opposed to effective leadership skills in determining who is selected as president. It is hoped that this comparative study of male and female presidents' perceptions of leadership practices in creating a learning-centered college will contribute to the literature on effective leaders of change and challenge the type of selection criteria delineated by Vaughan (1989). It is the author's contention that learning colleges need effective presidents who believe the institutional goals should be focused on student learning and lead institutional change efforts in this direction.

Community colleges are full of women. Nationwide, more than 50% of community college students are women and close to half of their faculties are women, but only 10% of the community college presidents are women. Does the presence of women presidents impact the operation of an institution of higher learning? Is there a successful way to implement major changes within an organization without significant conflict? According to Townsend (1995), answers to these questions are unknown because little has been written about women in community college leadership positions. Nevertheless, there is a perception that female and minority presidents are different as leaders. More importantly, female and male presidents of learning colleges may exhibit characteristics of leadership practices akin to transformational leadership practices. Thus, effective leaders' gender and race should have no impact on the leader's effectiveness as a president to create or maintain a learning college.

Similarly, Twombly (1995) argued that the literature on leadership describes certain characteristics of a person who could fit the image. Images of "commanders," "builders," "managers," "heroes," "blue chippers," and "visionaries" may reflect real need but restrict who is considered for a leadership position. Generally speaking, the restrictions exist because often women and minorities have not been viewed as potential presidents because they do not fit the "image."

Leadership behaviors or characteristics sought in new leaders in community colleges, as in all organizations, are influenced by external factors (Twombly, 1995). Such factors include the current funding situation, board of trustee composition, student body, and community needs. These factors can easily influence the perceptions others hold about effective leaders who are catalysts for change as well as what the leaders think of themselves. Gillett-Karam (1994) concluded that effective leadership is a "concept relating attributes of community college presidents without reference to their sex" (p. 255). In other words, the focus should be on the qualities of the president to effect change and make the college a learning institution, not on his/her gender or race. Also, Twombly (1995) noted that Cimperman (1990), in a study of the self-perceptions of male and female Wisconsin community college leaders, as well as Jones (1997), found real differences in leadership styles among community college leaders.

According to Solmon (1985), junior/community colleges were established historically primarily for women. Apparently, William Rainey Harper believed that a "woman's place" in higher education meant a separate institution for women (Gillett-Karam, 1994). Therefore, he proposed a junior college where women would not impede the progress of higher education for men. Other authors disagreed with this interpretation, and it is recited here merely as a historical note. Women as effective leaders is a concept that has evolved at a slow pace over the past years. DiCroce (1995) reports that in 1993, only 379 chief executive officers (CEOs) in higher education were women, roughly 12.6% of the population. The increases were most notable in two-year public community colleges. Of the 348 women CEOs in 1992, 136 or 39% headed two-year institutions, and of these, 77.9% were in the public sector. The 1993 roster put the figure at 153 or 40.4%, with 81.7% in the public sector. It appears that two-year community colleges are at the forefront of employing women presidents. However, DiCroce (1995) noted that the rising number of women presidents at the community-college level may be the result of others viewing it as the bottom of the totem pole and subsequently deciding to leave the messy business of running "lesser" institutions to women CEOs. It is interesting to note that this information was offered without data based on interviewing even one female president at a community college to ascertain from her perspective why women had made gains in obtaining the presidency at community colleges (DiCroce, 1995).

Earlier studies have sought to understand leadership styles by identifying the traits, qualities, characteristics, and specific behaviors that great leaders possess. However, gender differences have not been the major focus of those studies. Gillett-Karam's (1994) study examined leadership effectiveness of women, and her other (1989) study examined leaders' use of power. Her findings noted that structural barriers limit women's access to CEO positions and that the current paradigm for selecting leaders supports a male model. The increase of women in leadership positions has made the topic of gender influence of major importance in preparing leaders for the 21st century. In addition, the way a leader perceives his or her role impacts the way he or she utilizes time as well as how effective others perceive him or her to be. As argued by Starratt (1993), leadership is needed that is grounded in an understanding of the human condition as both feminine and masculine is needed. Therefore, by examining the perceptions of current female and male community-college presidents about leadership practices of learning colleges, a greater understanding of effective leaders oriented toward creating learning-centered institutions can be expected to emerge. Gender and race should have no impact on the effectiveness of a leader to perform his/her job duties.

According to O'Banion (1997), education needs leaders who can revise and restructure their institutions to become learning colleges. Past reforms have more closely resembled trimming the branches of dying trees instead of addressing the root cause. Such reform efforts to eradicate a root require effective leadership to mobilize change in the face of resistance (O'Banion, 1997).

An in-depth examination of female and male presidents' perceptions of leadership practices in a learning college has significant implications for leadership in higher education. Of particular importance are the means and activities presidents employ when creating a learning college. Failure to better understand female and male community college presidents' perceptions of leadership practices of learning colleges hinders leadership opportunities and development of community colleges. It also potentially inhibits the reform measures needed to make community colleges viable in the next millennium as learning institutions.

Throughout this study, an effort has been made to contribute to the body of literature on learning colleges and leadership, specifically on the impact the leadership role of the female and male presidents has on the institution regarding whether it exhibits certain learning-centered practices. Community college presidents' perceptions of leadership practices frame the focus of their institutional goals. Finally, their perception as a collective group was critical in ascertaining the magnitude of the educational reform toward becoming learning-centered institutions in the state of Illinois. The focus of learning-college leadership was necessary to ensure a new perspective had been brought to the study of leadership.

## Importance of the Study

There is a lack of research on learning-college presidents' leadership practices. According to Yuhl (1989), leaders are natural individuals who possess certain common qualities. As such, their perception of learning-centered practices is critical to the transition from a teaching college to a learning college. O'Banion (1998) found that in the State of Illinois only four community colleges engaged in learning-centered practices. Therefore, it is critical that presidents as leaders view learning colleges as placing learning first and make a conscious decision to engage in learning-centered practices to help achieve this goal (O'Banion, 1997). Efforts to restructure the focus of the community college have met with resistance. Nevertheless, effective leaders are able to articulate the necessity and benefits of learning colleges in order to transform teaching colleges into learning colleges.

In a new learning paradigm, students, staff, faculty, and the president will engage in a myriad of new activities and roles (O'Banion, 1997). Similarly, learning organizations will require employees to become learners. However, only those organizations that master certain practices can hope to become or to maintain their status as a learning organization (Senge, 1990).

The term "learning organization" refers to business organizations, but the concept relates to learning colleges as well. It refers also to a mastery of certain skills or competencies. To practice a discipline is to be a lifelong learner. When organizations align around a shared purpose or vision, one can often see resistance to learning melt away in favor of the common goal. Thus, the practices in which an organization or college engages determine whether it can be distinguished as a learning college or a learning organization (O'Banion, 1997; Senge, 1990).

Thus, studying female and male presidents' perceived leadership practices is significant because it can contribute to information about practices that can assist leaders in their efforts to become or maintain a learning-centered institution. Gun (1995) suggested that leadership holds the key to creating change. Leaders provide the support and challenge to achieve the shared goal. To begin to see the possibilities for a learning college, it is imperative that the leader's perception be consistent with learning-college practices. Next, the leader must be able to develop an organization that thinks as a system and exhibits practices that foster a learning environment before it can be viewed as a learning college or learning organization (O'Banion, 1997; Senge, 1990).

Effective leaders in business, industry, or higher education can enhance their performance by knowing, appreciating, and making use of established research on leadership as it relates to learning colleges or organizations (Fisher & Koch, 1996; O'Banion, 1997; Senge, 1990). Unfortunately, little research has been done in the area of learning colleges (O'Banion, 1997).

Therefore, the leaders of learning colleges may require different skills in the area of leading and governing. As such, these leaders need to draw upon divergent leadership styles as well as their expertise in governance (Bensimon, 1989; Bolman & Deal, 1991; Cohen & Brawer, 1989, 1996; O'Banion, 1997).

Another aspect of significance for this particular study is that reading research about community colleges as a community college leader can provide a forum of education for those leaders (Phelps, Taber, & Smith, 1997). Female and male presidents of community colleges can influence their institutional and community practices and encourage a learning-college environment. But the primary authorities on community college presidencies and leadership have not addressed the type of leadership practices necessary to lead a learning college, which is the focus of this study.

Finally, Laden (1997) noted that "those inside the community college system often dismiss the research of those outside (often meaning university researchers) for criticizing a system about which they are perceived to lack a comprehensive understanding but who present themselves as 'objective' observers and experts" (Laden, 1997, p. 57).

Although, there is limited research on leaders of learning colleges, the concept is worthy of study. The implications for the preparation of educational administrators in the K-12 system and higher education are expected to be determined from such studies as they may have a significant impact on educational reform for the 21st century.

## Limitations of the Study

There were four limitations of this study.

1. The study was limited to presidents of public comprehensive community colleges in the state of Illinois. Thus, this study is not generalizable to private institutions, four-year colleges and universities, or to public community colleges outside of Illinois.

2. The focus of this study was limited to presidents' perceptions of leadership practices as they relate to building or maintaining a learning college. The perceptions of faculty, staff, students, and boards of trustees were purposefully excluded as not being the focus of this study. Thus, the research data does not present the presumably divergent views held by staff, faculty, students, and board of trustees members.

3. Data collection of the presidents' perceptions was undertaken by a survey to ascertain their understanding of what their actual views were relative to the Learning-College-Centered Practices. Thus, their individual perceptions of their own institutional practices were not the focus of this study and cannot be presumed from the data.

4. The number of participants was limited to all Illinois public community college sitting presidents. Only those qualifying presidents who responded to the Learning-College-Centered Practices Instrument were included. Thus, those colleges who failed to complete the survey were automatically eliminated from the study and the study was not representative of all presidents.

Findings and conclusions of the study were interpreted within the context of these limitations.

## Definition of Terms

The following terms have been defined for this study to ensure consistent meaning and use of the concepts.

Learning college: The learning college places learning first and provides educational experiences for learners in any way, any time, and in any place (O'Banion, 1997). The model is based on the premise that educational experiences are designed for the convenience of learners rather than for the convenience of institutions and their staffs.

Learning organization: Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. Their learning produces extraordinary results and the entire global business community is learning to learn together and to become a learning community. The leaders of these organizations are few but are part of a profound evolution in the industry (Senge, 1990). Those who comprise the organization are committed through practice and finances to building a learning organization. Such an organization does not exist unless the leader and its members subscribe to certain disciplines.

Community college: A two-year public institution of higher education offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferrable toward a bachelor's degree), occupational (or terminal) curricula, general education, developmental and other services needed by the community, and adult education (Gleazer, 1994).

Organizational change or transformation: The relationship between structure, strategy, systems, style, skills, staff, and shared values exhibited that focuses its resources (human and financial) on becoming a learning-centered college (O'Banion, 1997).

Learning-centered institutions: All practices, decisions, vision, and mission is focused on how learning is impacted.

Learning communities: Groups are designed for the purpose of assisting each member achieve a certain level of competency.

Transformational leader: A leader who acts as a change agent to transform an organization or college to a new way of thinking, doing business, and responding to student or customer needs.

## Organization of Study

Presentation of this study is organized into five chapters as follows.

The introduction, purpose, importance, definitions of terms, research questions, background and rationale, delimitations of study, and organization of study are provided in Chapter 1.

A review of the literature on learning colleges; transformational leadership; and leadership, gender, and race is presented in Chapter 2.

The research methodology, the research questions to be studied, the method of research, the sample population, the data collection, and an analysis of the data are set forth in Chapter 3.

An analysis of the presidents and their perceptions and a summary of findings for Research Questions 1, 2, and 3 are discussed in Chapter 4.

The summary and implications of this study for four-year institutions and recommendations for further studies, policy, practices, and leadership preparation are reviewed in Chapter 5.

## CHAPTER 2

## REVIEW OF RELEVANT LITERATURE

This chapter contains a review of the literature related to leadership for creating or maintaining a learning college. The primary focus of the review is on examining learning-college practices, transformational leadership attributes needed to transform a teaching college into a learning college, and gender/race relative to leadership skills. The leadership literature is limited to transformational leadership characteristics that allow presidents to accomplish large-scale change, such as becoming or creating a learning college. The specific areas of related literature addressed are learning colleges; transformational leadership; and leadership, gender, and race.

### Learning Colleges

Learning colleges are a relatively new concept in the literature. The goal of learning colleges is to put learning first. Every action and decision to ascertain how its practices contribute toward creating a learning-centered institution commits the college. As such, the president's perception is critical to achieving such a goal. The entire college focuses on learning instead of teaching as the new paradigm and exhibits practices that are learning focused. The president's role is pivotal in a college becoming a learning college based on the practices he or she exhibits.

Presidents who embrace learning-centered practices can maintain or create an environment that makes learning its vision. The presidential image can enhance presidential leadership and, ultimately, advance the vision. According to Whisnant (1990), the president's vision determines "how resources, personnel, and policy can be combined to achieve advancement of the institution and its educational goals" (p. 11). The presidential image "constitutes a major way in which this information is communicated to others. Once shared, all can have ownership in fulfillment of the vision" (p 12). Whisnant (1990) concluded that where the presidential image and the presidential vision connect, the president possesses what James MacGregor Burns "transforming leadership" (p. 12). As such, a leader can expect a high level of commitment and enjoy a high level of influence on the followers' value systems. If the presidential vision is to create a learning college, it is no longer only shared but is owned by a variety of individuals because the president's image has communicated trust, judgment, and an expertise to develop relationships within the organization.

The need to create learning colleges is imperative. State policy makers, business communities, and the public are troubled by the weakness employees exhibit in the performance of their jobs. According to Jones (1996), there is a strong perception that there is a mismatch between what society expects and what students can do that has stimulated a number of new ways of teaching students, raising the standards, and assessing students for core competencies in reading, writing, speaking, listening, abstract inquiry, critical thinking, and making logical reasoning. Thus, community colleges and four-year institutions must find ways to enhance the levels of students' learning, revise the curriculum, and foster student learning of specific outcomes to address core competencies (Jones, 1996).

In an empirical study of Canadian colleges, Levin (1995) found that the impact of the community college president is significant. The president directs and ensures organizational transformation based on their beliefs and perceptions that frame their vision. Presidents were viewed as being influential in the areas of policy, institutional image, and governance relationships (internal and external). Other factors that significantly affect the president's influence are institutional history and culture and stakeholder involvement.

Presidents can be transformational leaders by implementing change to become or to maintain their institutions' learning-college status. O'Banion (1994) noted that every community college has a mission statement. In the mission statement, community colleges reference good teaching and support of students to ensure learning. However, these mission statements do not make teaching and learning the heart of the institution. In order to make the college a learning organization, innovation must be encouraged, curriculum revised, learning communities established, technology enhanced, selection of staff consistent with the college focus, assessment of the overall institutional effectiveness reviewed, and teaching/learning must become the highest priority of community college leaders. If these steps are taken, O'Banion pointed out, community colleges can lay claim to being the nation's premier teaching institutions.

In recent years, community colleges have realigned their missions around the concepts of learning rather than teaching. According to O'Banion (1995a), several institutions have made commendable progress toward becoming "the learning college." Community college presidents are able to gain the leadership authority required to move their colleges in substantive new directions. These presidents can transform their institutions from "the teaching college" to "the learning college" (O'Banion, 1995a, p. 24).

To date, Lane Community College, Palomar College, and Maricopa Community College have been restructured toward the vision of becoming learning colleges. These institutions have had to rethink their practices to ensure their viability for the 21st century and to meet the needs of their surrounding communities. Throughout their mission statements, the documents reflect the new focus of learning. For example, Lane developed the following tenets:

- Lane is centered on learning and will assume new responsibilities only where they involve learning.
- Everyone at Lane—students, staff, etc.—must be engaged in learning. The organization must be a learning organization.
- A high-quality learning experience can be provided by a college devoted to services that meet the needs of customers both external (students and other beneficiaries) and internal (staff are one another's customers).
- Rules and procedures must all be evaluated on the basis of whether they promote learning.

Lane Community College received a major boost when its voters approved a $42.8 million bond measure. The bond proceeds will enable the college to make current facilities more learner friendly and to build and equip small learning centers at 10 of the high schools in the college's 5,000-square-mile district (O'Banion, 1995b).

Another example of a learning-centered college is Palomar Community College. Palomar College created a task force to shift its college's mission from instruction to learning. According to O'Banion this was significant. O'Banion (1995a) found that in the catalogs of California's 107 community college mission statements all failed to use the word "learning" in their statement of purpose. When it was used, it appeared in the "teaching and learning" phrase. The faculty have shifted their focus from the old paradigm "to provide instruction" to the new paradigm "to produce learning." This practice has moved Palomar toward becoming a learning college.

Another learning college is Maricopa. Maricopa Community College's major achievement noted by O'Banion (1995a) was its participation in Pew Higher Education Roundtables. The purpose of Pew is to assist colleges and universities in a restructuring process to address rapid change. Maricopa agreed "on the need for profound, systemic change, focused on: 1) the need for a new learning paradigm that is learning-centered and student-centered and 2) the need for more collaboration and integration within the Maricopa District." (O'Banion, 1995a)

In addition, O'Banion (Fall, 1995a) found that Maricopa was the recipient of a $6 million-plus partnership alliance with Oracle Corporation. The Project Apollo was designed to develop and implement learner-centered financial records, human resources, and electronic mail systems. This major undertaking will permit students to be empowered to serve as "navigators of their own learning paths" (O'Banion, 1995a, p.26).

Another significant finding, according to O'Banion (1995a), was the strategic conversation that the board of trustees members conducted. The conversation ranged from "creating definitions of learning organizations to reviewing examples of established programs at Maricopa that already reflect the learning organization, from changing roles for staff to assessing individuals" and the Maricopa organization as a reflection of "the learning college" (p. 26).

These institutions, Lane, Maricopa, and Palomar, sought to involve all institutional stakeholders in the change process: to identify the role of technology, evaluate changes, realign structures to accommodate collaboration and teamwork within the college, develop definitions and frameworks for desired learning, identify barriers and limitations, and develop new language to focus on learning rather than instruction. O'Banion (1995a) concluded that "the president must guide and support this process. He or she must take the leadership role to launch and nurture the change process toward a new model of the learning college" (p. 27).

Changes in education emerge too slowly in comparison to the modern social system. According to O'Banion (1995b), Davis and Botkin declare, "Over the next few decades the private sector will eclipse the public sector and become the major institution responsible for learning" (p. 19). Tweaking the current support system will not be sufficient. Colleges must learn to adjust in a timely manner.

In the learning college, there are many options for the learner to learn—method of delivery, structure, time, and place. Learning communities are established to address specific goals and competency levels of the students for specific outcome measures to exit the learning college. For example, if the learner's goal is to become competent in English as a second language, multiple paths should be available to the learner to achieve this goal.

Moreover, efforts by community colleges to become more learning centered reflect the reforms taking place in traditional higher education. In addition to making learning the highest priority, outdated traditional frameworks restricted by time, place, bureaucratic tendencies, and teacher roles must be overhauled. The learning college should inspire substantial change in individual learners, endow them with responsibility for their education, offer divergent learning options, assist in collaborative learning activities, define the role of learning facilitators by the needs of the learners, and record improved and expanded learning according to O'Banion (1995b).

Administrators and teachers who cannot deliver special skills and abilities required of learners will be of no use to a learning college. The learners will further benefit by the leader and teacher characteristics of intelligence, integrity, humor, and patience. Learning colleges will contract with specialists to provide services to learners.

These specialists must be able to design and create learning options based upon the latest learning and adult development theories. The activities of the learners must be tracked and the learners must use a variety of technologies and systems. The learners' databases of knowledge should be continually updated and evaluated and collaborative networks provided to assist the learner. Learning assumptions, questions of clarity, and exploration should be encouraged (O'Banion, 1995b). All catalogs, publications, and job descriptions should incorporate a commitment to student learning. A detailed orientation to the new employees and students to shift to the learning-college (learning paradigm) thought process must be taught and embraced to ensure learning is placed first.

Boggs (1995) concluded that the new paradigm for community colleges requires that colleges become learning institutions as opposed to the more traditional teaching institutions. As such, the mission should be student learning, and institutional effectiveness should be based upon student learning outcomes. Evaluations should be based on continuous improvement of the environment for learning. Those colleges that have identified goals for learning and student success outcomes and can document that success, according to Boggs, will be most successful. The learning college focuses on quality of existing students and how much these students have learned, not on entering students. Thus, the teacher's role changes to develop every student's competencies and talents. Teachers utilize only those methods that are most effective and supportive of student learning.

In achieving the goal of a learning-centered institution, some barriers to community college learning paradigm shift exist. Colleges are entrenched in an institutional teaching paradigm of long standing. Moreover, legislative funding based on public perception that community colleges are teaching colleges not learning colleges prevails. In spite of these barriers, Boggs (1995) challenged the leaders to be responsible and prepare their institutions for the learning paradigm by revising their college missions to be focused on student learning as its purpose.

Transforming teaching and learning involves changing the fundamental nature of interaction between students and faculty by giving students more control over their own learning. Community colleges are required to develop new learning models that utilize faculty as designers of learning. Students must be at the center of the institution and technology must be available to assist them with their learning (Doucette, 1993; Wolverton, 1996).

Closson (1996) examined the learning process at Alverno College. The entire college curriculum was revised to enhance learning opportunities for the students. All institutions should be reviewed as learning-centered institutions in order to effect change and to become a learning college.

In expanding the learning college concept to workplace settings, both environments require that leaders involve employees in action learning (Bass, Cheney, & Lewis, 1998). The value of learning and the process of knowledge management are required for the 21st century. More and more corporations are taking over and developing their own educational programs. In fact, global economic competition requires that corporations continue to learn and to encourage a supportive environment for learning. The ability to locate and incorporate knowledge will be a required basic skill as business and industries demand knowledgeable workers.

According to O'Banion (1997), "No leader has attempted to mobilize the range of innovations that currently grace the education landscape and use these to support and guide the development of a learning college. Such action, however, could be a trigger event leading to substantive change" (p. 233). Therefore, the first step is for the president to embrace the learning-college concept. The next step is for the president to create opportunities for discussions and encourage development. Next, a committee or group of individuals must come together to achieve support and sustain commitment. The vision statement must follow so that staff knows what the learning college will become. Then, all stakeholders must be involved in the process in a meaningful way to construct a learning college. Stakeholders should include faculty, staff, administrators, trustees, community leaders, and business partners. These stakeholders need the opportunity to discuss the learning-college concept and to help shape the future of the college. In addition, colleges that strive to be learning colleges need to review their documents and newsletters and select their language carefully to ensure that leaders are saying what they intend to say. Likewise, resources, policies, and evaluations should reflect the learning colleges' goals. According to O'Banion, "Creating a learning college is in part a journey into the unknown." (p. 247). The process of becoming a learning college requires years of reform, so it is important to celebrate short-term victories.

According to Ponitz (1997), it is one thing to say your goal is to become a learning college and it is another to realign organizational structures, personnel, and resources to adapt to a new paradigm that places learning first as opposed to teaching. To foster such radical change, "the president needs to be a scholar of the process, read widely about the issues, develop an internal and external network of experts on the topic of learning, and be a part of the college's learning-team, only then will the project move forward" (Ponitz, 1997, p. 117). The president is responsible for identifying the vision and goals, allocating resources, implementing evaluation method, providing opportunities for minisabbaticals, encouraging faculty to enter the dialogue, and most importantly establishing the concept and practices throughout the college. In addition, the board of trustees must be informed to ensure resources, policies, guiding principles, and personnel are committed to making this transition.

Ponitz (1997), president of Sinclair Community College, found the following publications critical to stimulating discussion and forging change at his college: The Fifth Discipline – The Art and Practice of the Learning Organization by Peter M. Senge, Flight of the Buffalo—Soaring to Excellence, Learning to Let Employees Lead by James A. Belasco and Ralph C. Straye, Once Upon a Campus—Lessons for Improving Quality and Productivity in Higher Education by Daniel Seymour, and Safer Than a Known Way—The Denning Approach to Management by John McConnell. Additionally, Sinclair Community College set aside $200,000 annually to support the transformation from teaching college to learning college. Faculty workload has been restructured and faculty responsibilities shifted to student-centered activities.

Ponitz (1997) further found in his review of Sinclair's transformation journey that as president the initial step was the revision of the Sinclair mission statement to embrace learning as its purpose. Each department's task furthers the central mission of the college toward becoming a learning college. The college commitment includes training sessions for employees, broad-based involvement and participation, and formal encouragement of those who have the responsibility for moving a general vision to a specific reality. This type of change according to Ponitz, where the institution moves from a teaching college to a learning college, "is evolutionary" (p.126). The transformation of a culture and management of people, processes, and technology is an intensive and long-range effort. Sinclair Community College found it needed a framework for synthesizing the elements of what a learning college would be. The framework included several key points: learning will become more out-based; distance learning and technology will provide support to the learner to gather information; students will become critical thinkers, problem solvers, and independent learners; faculty will become more knowledgeable about their students and provide students with tools that help them learn; student services focus on the students' learning; administrators must continue to ensure an environment that fosters change and continuous improvement; and open discussion and debate will continue to ensure the journey toward becoming a learning college.

Howser and Schwinn (1997) found that the college personnel had to think systemically not analytically to understand the college as a whole. Howser and Schwinn concluded that the president had to convince the board of trustees and 650 employees that the college needed to be redesigned as a learning college. The environmental issues that needed to be addressed were financial condition, fear and uncertainty about the future, empowerment, information dissemination, trust, and confidence. The major goals that emerged were to provide stakeholders with an opportunity for input into the operation and organization, generate new capacity for revenue generation, and make the college capable of self-renewal. The president addressed the college community and challenged them to design their dream college. The first task for the college community required a new vision statement. The new vision statement described the college as a community of learners. Learning became the focus of the institution. As such, learning communities will actually produce products and services that can go beyond the college classroom. Thus, the challenge became how to redesign the college.

Howser and Schwinn (1997) discovered that all over the college campus students and employees had conversations about learning and how the college added value. Thus, this college had taken a major step in building the foundation for a learning college. Employees and students thought about conceptual learning (why things are done in the first place) rather than operational learning (procedural learning, i.e., how to complete a form). The college design process coined some guiding principles to achieve the new paradigm of learning as follows: keep focused on whether it will contribute to learning, expect conflict, unhappiness and pain, be open to criticism, involve everyone (stakeholders), promote constant communication, double your time expectation, provide on-going coping strategies and training, control rumors, use specialized language sparingly, and prepare for resistance to change.

Moskus (1997) found that although his college, Lane, had been cited for teaching excellence, it had financial and administrative problems. The public, businesses, and students were not happy with their education. As a new president, Moskus had to help the college focus. The vision that arose with faculty and staff involvement was that Lane had to focus on learning and become flexible. The president and a representative task force wrote a paper to reorganize Lane and to rethink everything that Lane did. The president and the entire college community were surveyed about what changes needed to occur. After synthesizing this information, the most difficult challenge was to inform people about what was ending and what was not. The president held a restructuring meeting with the entire college community. The vision statement and restructuring paper had called for changes in four areas: human resources, technology, instruction, and process redesign. Therefore, any new employees hired had to be committed to being a part of a learning community. The college devoted 2% of its operating budget to training programs to help make the transition from a teaching college to a learning college. The college has striven to achieve shared leadership so that any of the champions for the learning college (president, vice presidents, and staff in various roles) can lead at any given time.

According to Moskus (1997), the learning college cannot exist without a climate of trust where people can lead and fail without punishment. A learning college must support and encourage risk takers. Leaders must evaluate and deemphasize bureaucracy. People should be allowed to work outside their roles. The tendency to treat all people and students the same is not effective in a learning college. A real learning college can accommodate divergent rules, people, and values. Another finding uncovered is that the learning college cannot exist without technology.

Moskus (1997) concluded that Lane's journey to becoming a learning college will take time and patience. The Lane of the future will ideally be positioned to allow students to learn in different ways and at different times. Students who leave Lane will have skills developed through varied methodological approaches, will be prepared to learn inside and outside the classroom. Learners will be assisted and thus prepared to demonstrate their learning competencies. Hence, the college role will adjust as needed to serve its customer. All activities must be evaluated as to how they contribute to the learning process. Staff, students, and faculty of Lane will be learners focused on learning. Everyone will be focused on learning and dollars must be budgeted to support this transformation.

Elsner (1997) found that Maricopa Community College struggled to become more learning centered and began with a process of revising the vision and mission statements. Maricopa wrote into its mission statement a desire to become a learning organization. Maricopa participated in a Pew Higher Education Roundtable to review its efforts in overcoming change and obstacles to its transformation process.

Maricopa selected a team that was dominated by instructional personnel and included the president, board members, local citizens, and students to ascertain what needed to be changed. Everyone agreed that the public, businesses, and customers were not satisfied with their services. The team focused on dialogue guidelines before a consensus could be reached to become a learning organization. Maricopa began by placing learning first and designing a process to replace the traditional learning paradigm with the new learning paradigm. The roundtable team created a plan to achieve this goal.

The traditional learning paradigm focused on grades; faculty determined what should be learned and how. The new learning paradigm views learning as a product and a process. Learning comes from more than textbooks and lectures. The institution models learning. Everyone is involved and focuses on the larger community, aligns with the K-12 and higher education systems to seek greater understanding, and learning occurs in a flexible, caring, and responsive environment. Moreover, different learning strategies are employed to reach divergent student learning styles.

The learners are taught to lead by various training programs offered by the college. Maricopa subscribed to Peter Senge's (1990) philosophy of becoming a learning organization. All employees are involved in achieving the goal of becoming a learning organization which will provide for a solid foundation on which to create a more learning-centered college.

A learning organization requires that all employees function as an integral component of the system. Each task is interrelated and connected to the goal of learning. Maricopa discovered that there was no well-established framework to accommodate their efforts to shift from a teaching paradigm to a learning paradigm.

At Maricopa two significant findings emerged. First, the Learner-Centered System Steering Team identified, analyzed, and recommended various steps to assist with registration through graduation. Second, a design team was formed to identify support activities required by a student to complete their chosen program. These teams met, developed their own language, revised the mission statement, and focused on Maricopa as a learning-centered system. The team reviewed their assumptions, questioned their methods of doing things, identified stakeholders, and informed the college community as to what changes needed to occur and why. In spite of all the opportunities for involvement, there was still some resistance to change.

In a learning-centered college, technology plays a critical role in assimilation and distribution of information. At Maricopa, Elsner, (1997) found that "the goal is to be at the first stages of rebirth and renewal, not the first stages of demise. Collaboration and cross-functional team processes require inordinate amounts of support and time. Consensus building is essential before setting the agenda. The president plays an important role in becoming a learning-centered institution. The president must provide moral support for organizational changes and support organizational redirection. Students and faculty should be included in the process at every step. Without faculty involvement, substantive change that impacts the learner will not occur" (p. 167). Finally, Maricopa had to rely on internal and external resources and consultants to become a learning-centered institution. A $386 million bond has provided $87 million for technological development, $20 million for network infrastructure, and 3% has gone toward the development of a learning-centered system. Against this backdrop, Maricopa has positioned itself to become a learning-centered system regardless of the future.

Boggs and Michael (1997) found that the California legislature wanted the colleges to be accountable for students' learning and its expenditures. Palomar College, where Boggs is president, discovered that entering students possessed weaknesses in basic skills (reading, mathematics, and English). A Vision Task Force was convened with representatives from all segments of the college. They reviewed vision statements, surveyed the college community and business community to assess their needs, and contacted adjacent colleges to find out their needs for higher education. The mission and vision statements stated that Palomar's goal was to become a learning college. "Palomar College empowers students to begin and empowers our educational team—faculty, staff, and administration—to create powerful learning environment" (Boggs & Michael, 1997, p. 193). The college community agreed to shift its thinking from delivering instruction to becoming a learning college that produced learning. Next, catalogs, job descriptions and publications were altered accordingly. Performance evaluations began to be linked to their contributions to student learning and success. The board of trustees revised its goals to support the vision and mission statement of Palomar. The president takes new faculty members to lunch or breakfast the first year of their tenure to reinforce the goals of Palomar. Additionally, the college established learning communities for the students. Faculty at Palomar have revised the curriculum and added technology components to all classes to aid in collaborative e-mail working on group projects.

Next, Palomar addressed the culture where inputs determine the quality of the institution, not outcomes. Palomar made the transition in their culture to no longer view output factors such as selectivity of students, size, endowment, library holdings, and number of doctorates on faculty to determine their outputs. Palomar realized that in a learning college the culture must adjust to the concept of being evaluated upon their contributions to student learning. In order to bring about this change, the president must garner support from all segments of the college. The language had to be changed to ensure all stakeholders became focused upon learning. Some members of the college will resist the change, but the majority support for the new direction must be nurtured. The designers of learning environments will focus on the student, not the staff. Students entering the new Palomar may have difficulty going from passive learning to active learning—where the student is accountable for learning. Funding formulas must change to reward learning outcomes, not enrollment figures. The mission of America's colleges should be to transform teaching colleges to learning colleges.

McClenney (1997) found that the Community College of Denver (CCD) asked its employees to respond to a set of statements and rate them 1 to 5 as to their level of agreement pertaining to what kind of college they envisioned. The majority responded with a preference for the learning college. A task force was established and a paper written to provide guidance to employees as to what a learning college entailed. As a result, the college initiated learning committees, connected faculty evaluations to teaching effectiveness, provided training to all employees relative to the learning-centered concept, and began documenting student success. An instrument was designed to provide feedback to faculty members about their teaching effectiveness to help improve learning opportunities for their students. A priority of resource allocation is to provide support for learning. The leader must keep the vision and task related to learning at the forefront.

O'Banion (1997) concluded that institutions and leaders need to design their own unique approaches to becoming learning colleges. There is no universal path to creating a learning college; however, several key practices emerge. The vision must be shared throughout the institution and surrounding constituencies and the mission statement revised to reflect learning as the major focus. To this end stakeholders should give resources and time, and discussions should be held to engage all participants in this endeavor. A triggering event—such as a new president; retiring faculty; business; student, and public dissatisfaction with the end product—may be the catalyst for action toward transforming the college. Thus, the president must be sensitive to the trigger event to maximize his or her opportunity to initiate change. An assessment of the college community and business needs must be undertaken. In order to construct a learning college, the following elements are critical:

- active and contextual learning as expressed in school-to-work, tech prep, and service learning
- collaborative learning as expressed in learning communities, electronic forums
- improved and expanded approaches to assessment and outcome as expressed in personal portfolios, experiential learning and skills standards
- increased focus on the customer as expressed in learning-centered advising
- flexible structures, open entry and exit
- improved teaching
- application of continuous quality improvement processes to flatten the organization, empower participants
- experimentation with allocation of resources to support learning outcomes

- application of new models of decision making such as shared governance and the Carver Governance Model (O'Banion, 1999, p. 234).

According to O'Banion (1997), the leader's challenge is to create a framework that allows learning-college practices to flourish. After the learning college has been launched the institution must determine what practices or strategies work for it. A critical coalition should be formed to ensure dialogue and support. Senior administrators' involvement is essential to sustain long-term change. The coalition must represent all segments of the college, then the vision and mission statements emerge to provide focus for the entire college community. In order to become a learning college, the president needs deep and meaningful involvement from the entire organization. Staff development programs can be revised to focus on activities that move in the direction of a learning college. In addition, a steering coordinator is needed to monitor and celebrate progress. The process must be one that will allow and be enhanced by an open system of communication that values the involvement of stakeholders. However, the ultimate responsibility for change lies with the president and staff. Current resources should be reallocated to support the college's goal.

Briefly, the literature on learning colleges revealed that the president's perceptions of learning-centered practices is critical to a college becoming a learning college. The president and college community must be committed to the long haul of becoming a learning college. "The learning college places learning first and provides educational experience for the learners anyway, anyplace, anytime and has great potential for fulfilling this dream" (O'Banion, 1997). In order to become a learning college the president must provide the vision, guidance and resources and fully embrace the concept of placing learning first when making any decision about the college. The practices exhibited by the college at each institution are a clear indication of what the mission and vision of the community college is about. Each college's practices should be linked to the six key principles of a learning college espoused by O'Banion, if the desired goal is to become a learning college.

## Transformational Leadership

The study of leadership in and of itself is full and expansive, but little has been written about the kind of leadership as necessary to create or to manage a learning college. In this section, transformational leadership is addressed as the most significant aspect of the broader leadership literature related to creating learning colleges. Based on the learning-college literature, it appears that transformational leaders effectively made the transition from teaching college to learning college. Thus, to become a learning college the president of the institution must exhibit transformational leadership qualities.

To elaborate on the point, Campbell and Leverty (1997) discovered a need for active leadership, leadership that would build learning communities for community colleges. A panel of experts convened to construct a profile of the ideal president for the 21st century. Participants ranked not only the priority of tasks but also the proportionate amount of time that a president should spend on each activity. The tasks ranked in order of importance were planning, motivating, assessing/evaluating, implementing/coordinating, learning/researching, developing relationships, problem solving, and deciding issues. In addition, the panel believed the president should possess a leader's style that values participation, consultation, negotiation, and demonstrates adaptability to different types of behavior in different circumstances. The attributes necessary for a president were achievement orientation, democratic governance in planning, change oriented, high social confidence, innovative, and optimistic. A questionnaire was then given to potential applicants. The Occupational Personality Questionnaire (OPQ) was designed to predict job performance of new personnel. The OPQ was utilized by Colorado Community College to identify its new president. Researchers concluded that the profile developed by OPQ for presidents for the 21st century was a match for the president selected at Colorado. Consequently, the selected president exhibited those qualities that may facilitate transforming a college into a learning community. As such, he or she is a transformational leader.

## Presidents as Transformational Leaders

A transformational leader can be viewed as having power as a result of personal charisma or ideas and beliefs so admired by others that the follower wants to become more like the leader. This type of leader is not followed based on ability to punish and reward but is held in high esteem based on his or her ideas about the future of the organization that people find exciting and want to "buy into" (Owens, 1995, p. 118). These leaders as presidents of colleges are known as having referent power and are viewed as transformational leaders (Bensimon & Neumann, 1993; Birnbaum, 1992; Bogue, 1994).

Transformational leaders as presidents exert a substantially positive influence on institutional effectiveness (Fisher, 1994; Kerr, 1991; Vaughan, 1986). Researchers concluded that presidents could make a difference in education's organizational effectiveness. Higher education institutions with transformational presidents have become part of educational reform and student outcome assessment in higher education (Fisher, 1994; Vaughan, 1986; Vaughan & Associates, 1992). Therefore, a key to an organization's effectiveness is linked to the president's leadership style and perception (Birnbaum, 1992; Vaughan; 1989a; and Vaughan 1989b).

Currently, presidents must ensure buildings that are used to support the institutional mission, that students get the education they deserve, that faculty and administrators provide the teaching and support necessary for student achievement, and that legislators are aware of what community colleges and universities are achieving in the teaching and learning process (Bensimon & Neumann, 1993; Birnbaum, 1992; Bogue, 1994; Vaughan, 1986). A president with a personal theory that he/she, as an individual, is more important than the team due to his/her hierarchical position is not focused on collective and shared activities (Birnbaum, 1992; Bogue, 1994; Bensimon & Neumann, 1993). These leaders are inept to transform an organization and are not transformational leaders. According to Vaughan, "Transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspirations of both leader and led, and thus, it has a transforming effect on both" (Vaughan & Associates, 1992, p. 54). The followers reach new heights of achievement and aspiration and the leaders possess a sense of fulfillment in that members of the organization have a sense of personal integrity and share in the decision making and planning (Birnbaum, 1992; Bensimon and Neumann 1993; Vaughan & Associates, 1992).

A good leader, whether president, dean, senate chair, or faculty chair, should be recognized as effective by many constituencies, not just one narrow special-interest group. Presidents create their climate by their leadership style in their interactions in the academic arena. When these transactions take place in a healthy and functioning organization, improvement in organizational effectiveness is significant (Birnbaum, 1992; Vaughan & Associates, 1992).

The president is not constrained by the college's structure, and much business is conducted informally and formally based upon his/her rapport with the college community (Birnbaum, 1992; Bogue, 1994; Vaughan & Associates, 1992). But to achieve these complex organizational goals, transformational leadership is needed within a contingency approach to improve an organization's effectiveness (Hoy & Miskel, 1996). In other words, an educational leader must understand the purpose of higher education, develop a shared commitment to it, and engage in practices and actions that lead to excellence in teaching and learning that support the mission and vision of the institution in order to transform its organizational structure. A leader's actions cannot be constrained by the existing educational structure in the promotion of institutional effectiveness (Bensimon & Neumann, 1993; Birnbaum, 1992; Bogue, 1994; Starratt, 1996; Vaughan, 1986; Vaughan & Associates, 1992).

According to Bensimon (1993), transformational presidents were found to be more effective due to the leader's initial understanding of the organization's physical and social structure (environment). Transformational leaders are superior listeners and excellent questioners. The transformational leader's image of the organization was drawn from the college community, then the leader formulated a vision. To the contrary, transactional leaders developed a vision based on what they thought the college "should look and be like" (Bass & Avolio, 1994; Bensimon, 1993; Bensimon & Neumann, 1993).

Bensimon (1993) contrasted transactional and transformational presidents who were new to their positions. Transformational presidents made meaningful and symbolic changes that indicated to the faculty that they would have the president's ear. The new president demonstrated through his elimination of governance procedure that he wanted to talk to faculty. The symbolic message for faculty was: you will, in the future, be better heard Bensimon (1993). In contrast, the transactional leader did perfunctory tasks: firing personnel, eliminating programs with low enrollment, recognizing the administration, and initiating new and specialized programs. Consequently, campus community members viewed activities as being determined by the new presidents.

In short, transformational presidents were more effective internally because they were viewed as "joining the institution." Their leadership style indicated a desire to improve within the existing structure and to build from collective efforts, whereas transactional presidents came in with a quality agenda (Bensimon, 1993; Bensimon &

Neumann, 1993; Birnbaum, 1992). In other words, Bensimon and other researchers found that had veteran faculty been made to feel a part of the newly transformed university, they might have embraced the changes.

An individual leader's development depends on numerous inputs that affect the leader's style. For instance, high self-confidence is one main ingredient necessary to be a transformational leader (Bass & Avolio, 1994; Avolio, Waldman, & Yammarino, 1991; Bass, 1996). A transformational leader must be surrounded by people who are supportive and challenging. The development of a transformational leader rests on the potential leader's self-concept. In fact, interviews with followers of transformational leaders noted that transformational leaders thrive on and seek out challenges throughout life and display a higher level of self-confidence than nontransformational leaders (Avolio et al., 1991).

Another key quality of transformational leaders is a willingness to engage in continual assessment of their strengths and/or weaknesses as leaders. These leaders are willing to take risks, show concern, and generate greater effort. Accomplishment of goals becomes more meaningful and consistent with the self-concepts of employees. Followers attribute their extra effort to internally related causes rather than extrinsic rewards. The followers accept the leaders' goals and believe they can contribute to the organization's goals (Bass, 1996; Bass & Avolio, 1994; Kirby et al., 1992; Riggs & Sykes, 1993). Thus, the literature suggests that a president who is a transformational leader appears to be the key to making a successful transition from teaching college to learning college. A transformational leader as a president has college-wide and divergent support, cooperation, and assistance to make this significant long-term change be effective.

## Transformational Leadership Impact on Organizations

The literature strongly suggests that transformational leaders have important effects on the organization. According to Leithwood (1992), the implementation of a transformational leadership model in schools directly affects school outcomes, such as teacher perceptions of student goal achievement and student grades. "Second, transformational leadership indirectly affects these outcomes by influencing staff perception of school characteristics, teacher commitment to change, and organizational learning" (Hoy & Miskel, 1996, pp. 396-397).

Transformed leaders are expected to

- define the need for change.
- create new visions and muster commitment to visions, Concentrate on long-term goals.
- inspire followers to transcend their own interests for higher ordered goals.
- change the organization to accommodate their vision rather than work within the existing one.
- mentor followers to take greater responsibility for their own development and that of others.
- make followers into leaders and leaders into change agents and ultimately transform the organization (Hoy & Miskel, 1996, p. 393).

The transformational leader is influential because doing what the leader desires is in the best interest of the follower. Researchers such as Bass (1996), Bass and Avolio (1994), Kirby et al. (1992), and Kuhnert and Lewis (1987) noted that transactional leadership is viewed as the exchange of "valued outcomes." Thus, effective transactional leaders engage their followers in a maze of dependency. Transactional leaders "mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions" (Kuhnert & Lewis, 1987, p. 648).

In the transactional leadership paradigm the leader controls how resources that are desired by followers are distributed (e.g., pay increases, special benefits). Leaders have knowledge about the subordinates' desired career goals and communicate to the followers the role and task requirements they must fulfill to achieve their reward. This is done so that the transactional leaders have leverage, not trust or respect, to achieve organizational goals. If these rewards are not under the leaders' control, then they rely on nontangible rewards and values (Bass & Avolio, 1994; Kirby et al. 1992; Kuhnert & Lewis, 1987).

To the contrary, researchers found that transformational leaders operate on their personal value systems, which include integrity and justice. As such, their interactions with followers are based on their ability to unite followers and change followers' goals and beliefs based on the transformational leaders' expressed personal standards (Bass & Avolio, 1994; Kirby et al., 1992; Kuhnert & Lewis, 1987). Transformational leaders' standards are adopted by followers, thereby producing changes in the attitudes, beliefs, and goals of followers. Moreover, the commitment of the followers to the leaders' standards causes the leadership influence to be perceived and absorbed throughout entire organizational structures at all levels (Bass & Avolio, 1994; Bass, 1996; Kuhnert & Lewis, 1987). Transformational leaders influence their followers to accept the leaders' standards through four factors. These fundamental factors are (1) charisma, (2) inspiration, (3) individual consideration, and (4) intellectual stimulation (Bass & Avolio 1994; Bass, 1996; Bass et al.,1987; Deluga, 1988).

Transformational leaders are able to alter their environments and inspire followers to perform beyond commonly held expectations. "Transformational leaders do not necessarily react to environmental circumstances--they create them" (Kirby et al., 1992, p. 303). Transactional leadership is based on the framework that followers comply with the leaders' wishes to procure rewards. Transformational leadership as premised is developmentally oriented for the purpose of change. The leaders develop followers' performance, which leads to organizational growth and effectiveness (Bass & Avolio, 1994; Kirby et al., 1992; Kuhnert & Lewis, 1987; Marshall, 1995). Transformational leaders bring followers to a new height of awareness. According to Bass (1996),

> [Transformational leaders] attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. This heightening of awareness requires a leader with vision, self-confidence, and inner strength to argue successfully for what he [sic] sees is right or good, not for what is popular or is acceptable according to established wisdom of the time. (p. 17)

There is not significant evidence to support an institution's ability to change successfully or even maintain the change over a long period of time without transformational leadership (Bass, 1996; Bass & Avolio, 1994; Bolman & Deal, 1991; Fisher & Koch, 1996; Kirby et al., 1992; Marshall, 1995). In the education domain, lines are drawn and boxes created to protect territory or turf such as departments, divisions, and colleges within universities (Bass & Avolio, 1994; Bensimon & Neumann, 1993; Birnbaum, 1992; Fisher, 1995; Marshall, 1995). These existing organizational structures are not conducive to a transformation of the learning environment. To transform the existing educational system, a new kind of leadership is needed, namely, transformational leadership.

Margaret Wheatley (1991) stated, "We have only just begun the process of discovering and inventing the new organizational forms that will inhabit the 21st century. To be responsible inventors and discoverers, though, we need the courage to let go of the old world, to relinquish most of what we have cherished, and to abandon our interpretations about what does and doesn't work" (p. 116). Arguably, a new type of leadership is needed, which may be transformational. Leaders are needed to stimulate conversations, to raise the level of debate within the educational system, and to focus on learning for everyone, not just students. Educators' current way of doing business has caused more external layers to be placed upon the academic campus. Society is not satisfied with the outputs, so new inputs are being filtered into the transformational process. But the role of president or principal is still viewed as being the chief influence factor in academic reform and effectiveness outcome arenas (Bensimon & Neumann, 1993; Birnbaum, 1992; Kerr, 1991; Harvey & Knight, 1996; Vaughan & Associates, 1992). Therefore, it is the president who, as a transformational leader, should support and focus faculty, staff, and administrators on the needs of students and the organization. The transformational leader will change the student learning and participation in the educational process, which will result in the students being active lifelong learners and not passive recipients who absorb education. But more importantly, followers who facilitate the learning process will be nurtured and developed to strive for academic excellence (Ford et al., 1996; Harvey & Knight, 1996; Kerr, 1991; Sims & Sims, 1991; Starratt, 1996).

Educational effectiveness was directly linked to the leadership style of the leader (Fisher, 1988; Lane & Walbert, 1987; Marshall, 1995). The relationship, as might be expected, between the followers' pride, respect, and extra effort and the outcomes of satisfaction and effectiveness was strong. Characteristics linked to extraordinary educational leaders as transformational leaders were varied. In general, people's perceptions of them were that these leaders were people oriented, caring, knowledgeable, helpful, enthusiastic, focused, honest, patient, and charismatic (Bass, 1996; Fisher, 1994; Kirby, 1992). But more importantly, transformational leaders were perceived as modeling behavior practices and attitudes they wanted their staff to exhibit. In other words, these leaders' actions, practices, and behaviors were consistent with their beliefs (Bass, 1996; Bass & Avolio, 1994; Bensimon, 1993; Fisher, 1994; Kirby et al., 1992). Transformational leaders were viewed as challengers of the status quo but not reckless in their risk-taking behaviors. These leaders calculated their chances and recruited others informally to ensure that organizational goals were met by enlisting their power and support (Bensimon, 1993; Kirby, 1992; Leithwood, 1992).

Another key factor was the impact organizational structures had on leaders. Researchers linked the initiated structure of the organization by the leader as being key to its effectiveness (Bass & Avolio, 1994; Kerr, 1991; Kirby et al., 1992; Leithwood.

1992). The most widely held view relative to restructuring is the alteration of power. The power role should not be hierarchical but participatory, i.e., facilitated to share the power in decision making by all stakeholders. Presently, the "predictable failure of educational reform" rests with the existing power differentials between teachers and administrators, parents and school staff, and students and teachers. Transformational leaders have taken a facilitative approach, as noted by Leithwood (1992):

> The collective action that transforming leadership generates empowers those who participate in the process. There is hope, there is optimism, there is energy. In essence, transforming leadership is a leadership that facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment. (p. 9)

These leaders do not look outside the organizational structure for improvement. Instead, the leaders work within the structure to create a new structure. This means that the leader must provide opportunities to

- explore the paradoxes that continuously confront systems;
- provide opportunities to inject energy into the system;
- promote diversity of all kinds;
- allow creative tension;
- bombard the system with information (sometimes even to create temporary confusion!);
- establish communal relationships of meaning; and
- create trusting, responsible, and lovable communities.

Leaders do not find growth in balance but in imbalance. The role of educational transformational leaders is not to control but to enable in order to emerge naturally through a facilitation process (Bass, 1996; Fisher, 1994; Marshall, 1995).

Researchers are only beginning to make systematic attempts to understand transformational leadership in schools and colleges, and very little empirical data exists (Bass & Avolio, 1994; Fisher, 1994; Marshall, 1995; Leithwood, 1992). The studies that have been conducted provide clear guidelines. Transformational school leaders should be in continuous pursuit of three organizational goals: (1) helping staff members develop and maintain a collaborative, professional school culture; (2) fostering teacher development; and (3) helping them solve problems together more effectively (Bass & Avolio, 1994; Fisher, 1994; Marshall, 1995; Leithwood, 1992).

Transformational leaders involved staff in goal setting, bureaucratic mechanisms were used to support cultural changes in the organization (values, norms, beliefs), and followers adopted a set of internalized goals for professional growth. But more importantly, problem solving ensured a broad range of perspectives from which to interpret the problem by actively seeking different interpretations and placing individual problems in the larger perspective of the whole organization.

Researchers also found that these leaders shared information, actively listened to staff, and summarized key information at certain points. They avoided narrowly based assumptions and remained calm and confident throughout the problem-solving activity. These leaders further believed that staff, including teachers, could develop better solutions than the principal alone, a belief not held by transactional leaders (Bass, 1996; Bass & Avolio, 1994; Fisher, 1994; Marshall, 1995; Leithwood, 1992).

What hard evidence do we have that transformational leadership style makes a difference? The evidence is overwhelming and substantiated in educational and noneducational organizations. However, only a handful of studies exist in the educational settings and fewer at the college level (Bass & Avolio, 1994; Fisher, 1994; Kerr, 1991; Lane & Walbert, 1987; Leithwood, 1992; Marshall, 1995).

According to Leithwood (1992), regarding transformational leadership, the following studies exist in educational settings: Hover, 1991; Kirby et al., 1992; Leithwood and Jantzi, 1991; Murray and Feitler, 1989; Roberts, 1985; and Rouche et al., 1989, 1991. These studies, as well as Leithwood's (1992), found the effects of transformational education leadership to be uniformly positive and to have impacted effective change within the educational setting relative to teacher/staff attitudes and behaviors. This study reported little or no relationship between transactional leaders and school organization effectiveness. The researcher noted that more research on this type of leadership style is warranted (Fisher, 1994; Leithwood, 1992).

In weighing the evidence, extraordinary leaders in their profession are considered to be transformational leaders. Transformational leadership was more prevalent in higher education than K-12, according to Kirby et al., (1992). Further data was found that supported the belief that certain leader behaviors are necessary to elicit satisfactory performance and that others enhance performance beyond expectations. However, it was not found that ordinary leadership meant transactional as previously thought (Bass, 1996; Fisher, 1994: Kirby et al., 1992).

Transformational leaders were found to possess the following attributes: an open communication style, being visionary, showing respect for others, an ability to create an environment that was supportive of risk taking to achieve organizational goals. Additionally, these leaders were viewed as charismatic; followers were emotionally inspired and intellectually stimulated by the leaders. These leaders wrote notes and letters of thanks and praised followers frequently. A leader's unshakable commitment to a vision may explain the followers' emotional attachment to the leader (Kirby et al., 1992; Marshall, 1995).

Levin (1996) made a significant finding that new administrative leadership could effect organizational transformation. The process of change in organizations is not clear. Organizational theorists (such as Hasenfield, and Levy and Merry), according to Levin (1996), have identified forces that enable change: organizational values, beliefs, rituals, and methods of behaviors. Thus employees ascribe meaning to actions, practices as to how things occur at their college, and they affiliate these actions with college leadership (Tierney, 1988).

Leadership can be responsible for the practices or it can create the practices that define employees' actions (Smircich & Morgan, 1982, as cited in Levin, 1996). Traditionally, community colleges have been responsive to change due to their community and student needs. On the other hand, four-year institutions and universities have vested authority in administrators, governing boards, and presidents. Further, community colleges can directly plan and engage in change, unlike most universities and four-year institutions (Levin, 1996). However, employees will be active participants of change and help in the transformational process if their behaviors and beliefs have been properly influenced by the leader. Leaders cannot hold on to the practices and symbols if they want fundamental change to the organization, according to Levin. The president must plan for deliberate change and include a system of monitoring, evaluating, and adjusting to the change process.

The plan must move the organization forward toward its goal of change. The entire organization must be motivated to use the goals to set meaningful objectives designed to operationalize the goals. Bryant further concluded that community colleges need six elements to effect change: (1) motivation to change; (2) translating the mission statement into meaningful goals to guide the organization; (3) knowledge of the organization's current status to plan for its future destination; (4) the framework and the process (what will be done, who will do it, when it will be done, how often it will be done, who it will affect, who will be kept informed of the changes, and what it will cost); (5) resources (allocation of personnel, time, money, and training to pursue the planning process); and (6) evaluation or assessment mechanisms to measure the degree to which goals and objectives have been achieved and mission accomplished.

Thus, in terms of impact on organization, the transformational president acts as the change agent. The president as a transformational leader changes the environment of the college and cultivates support for his or her goal to place learning first. Presidents are responsible for developing the institutional vision and for initiating the process through which other organizational participants would "linger in" and support its realization. Given this finding by Barlosky (1995), it is imperative that presidents' perceptions of learning colleges be positive in order to foster an environment in which participants support the initiated practices. Furthermore, Barlosky concluded that the type of leadership needed closely parallels transformational leadership organized around a highly articulated set of values, such as the practices exhibited by a learning college.

## Leadership, Gender, and Race

The leadership literature is replete with commentary and controversy over the possible relationships between leadership, gender, and race. As such, a selected review was made of these studies to ascertain what impact on leadership skills are reported. According to Fisher and Koch (1996),

> Neither men nor women nor Caucasians, African Americans, Asian Americans, or [sic] Hispanics consistently exhibit innate leadership qualities that excel all or any other group. The major lesson of this review is that principles of power and leadership can be learned, as can the means for exercising those principles. . . . Gender and race do affect the college presidency . . . the popular image of a college president is still usually a Caucasian male. (pp. 81-82)

Fisher and Koch reported that the image or perception exists that a college president is typically envisioned as a white male. This perception will probably not change until the feeder source from the faculty ranks has been diversified. Fisher and Koch further noted that the qualities for an effective president, whether men or women, did not vary: "Power, vision, legitimacy, expertise, charisma, . . . public presence, and other essentially transformational qualities do not depend on gender or race or, for that matter, upon personal beauty" (p. 83). Although women managers and presidents often have different operating styles than men, African American and other minority managers typically have operating styles comparable to Caucasians. Fisher and Koch (1996) found no difference in their effectiveness based on race or gender if certain transformational qualities were present.

Nevertheless, historically colleges and universities, due to governing board beliefs that "these individuals were generally less talented and perhaps less experienced as well" (Fisher & Koch, 1996, p. 83), did not appoint many women or minorities. Another argument suggested by Fisher and Koch was that minority-group members' managerial styles are different from those of Caucasian men. Also, some boards are reluctant to appoint women. Nevertheless, women presidents have gradually increased their representation from 6% in 1970 to 12% in 1993, although not proportionate to the population at large. The progress for African Americans has been much less than that of women, less than 5%. African American appointments to presidencies typically occur at historically Black colleges. African American presidents headed only about 2% of majority institutions.

The reason given for nonappointments of African Americans is that the potential pool of future African American administrators and presidents are small due to the small number of African American faculty at majority institutions. Other reasons given are fundraising, alumni, and political responsibilities for which minorities and women are viewed by hiring boards as being disadvantaged.

The story for African American women is even more dismal. Until 1987, not only did majority institutions ignore African American women but historically Black colleges did as well (Fisher & Koch, 1996).

Asian Americans and Hispanics have fewer appointments to presidencies than African Americans do. Even though it is illegal to do so, "it seems likely that many governing boards take gender and race into account when they make appointments" (Fisher & Koch, 1996 p. 87). Governing boards consider characteristics that will make a candidate most effective in the presidency, and women/minorities fall short of being a "good fit" at majority institutions. Unfortunately, Hispanics and Asian Americans do not have a venue as African American males have had with historically Black colleges and universities and as women have had with Roman Catholic women's colleges.

Generally speaking, Fisher and Koch (1996) suggested that women and African Americans be viewed as having managerial styles that differ from Caucasian males. More importantly, their management styles are viewed as less productive and conducive to good management products. Fisher and Koch, who cited Bem (1974), found that effective transformational leaders exhibited androgynous characteristics that reflected a combination of so-called male and female behaviors. Studies in this genre include Friesen (1983), Kapalka and Lachenmeyer (1988), and Hackman (1992). The notion of male versus female leadership characteristics was debated. These studies and others found that some behaviors contributed to effective leadership and other behaviors did not. Generally, they found that gender or race played no part in a president's effectiveness. However, the image continues that Caucasian males are the most effective.

The result of this perception is that it is difficult to separate gender and race issues from leadership effectiveness. Middlehurst (1997) noted that although studies suggested no difference in styles of male and female managers or in their effectiveness as managers, objective reality is different from perceived reality. Leadership abilities have long been associated with masculine overtones: command and control, personal power of charisma, decisiveness, initiative, courage, and dominance. Thus, women may undergo a socialization process whereby they become more like men in order to succeed in these institutions. Middlehurst further suggested that different skills are now required of leaders and the narrowly defined masculine concepts are ineffective and outdated. The masculine style of leadership impairs the way men and women work, learn, and spend their leisure time. In fact, the changing environment requires approaches and attitudes that are more congenial to female abilities and constraints. Also, the demographics shifts whereby more women will be in the workforce create more opportunities of leadership for women. By the year 2001, women are expected to comprise over 50% of the workforce.

According to Middlehurst (1996), it is expected that research on leadership and leadership practice in organizations will gradually change its emphases in order to better understand and utilize the benefits of diversity in relation to organizational fitness for purpose. Leadership that is grounded in the understanding of the human condition as both feminine and masculine is needed (Starratt, 1993).

Women leaders are more often informed, good team leaders, and not limited to male language. King (1997) further noted that women with outstanding achievements are not given the opportunities for entry into top jobs. King concluded that this is one issue in the area of "glass-ceiling" limitations on women leaders experience. According to King,

> Increasingly, although slowly, women are entering the upper echelons of management in higher education. They move into a predominantly male world, and many find themselves operating in a radically different culture, with different perceptions and assumptions, excluded from all sorts of male networks. It can be argued that women can and do bring clear and different skills to management, as well as the more traditional professional skills. These "female" characteristics, which may be, for example, about delegation, working in teams, sharing credit, high social and interpersonal skills, are shared by some men and are highly regarded in some management systems but can be undervalued in the traditional British male management and institutional culture. (p. 94)

King concluded that one way to combat the glass ceiling is to network. Networking would provide opportunities for women to communicate, offer guidance, role model, and offer support to women striving for top positions. King found that networking was critical to bring about change in a male structure.

Kezar's (1998) study suggests that multiple constructors of leadership should be acknowledged. Community colleges appear to be at a crossroads, clearly communicating the necessity of thinking about leadership in new ways. Creating and maintaining a pluralistic leadership environment permits all stakeholders to be heard and eliminates the concerns of alignment, groupthink, and organizational communication.

Wharton (1997) found that people only produce if the leader establishes such a climate. In other words, "a leader's ability to be truly effective depends on the quality of his or her behavior and relations with others" (p. 16). College presidents are expected to

> create vision and philosophy, craft long-term goals and priorities, be forceful advocates in legislative and governmental circles, build relationships with the community, protect the college's assets, and be aware of and act on changing community needs. (p. 17)

The leader can be viewed externally as effective but have a dysfunctional internal operation regardless of whether it is a male or female.

According to Wharton (1997), effective leaders have measurements to determine their effectiveness and implement changes revealed by the measurement. Leaders get work done through others, and the staff's energy, spirit, and commitment determine the quality and quantity of output. The president sets the tone for proper behavior and direction. Presidents must recognize their behavior and assumptions about leadership. But more importantly, governing boards must not only ensure technical competence but behavioral competence to ensure an effective institution is being fostered.

According to Spurling (1994), more people are entering higher education, but the culture will only change if these people have positions of influence and power to bring about change. Women will not share in the real power unless they are granted access to senior management positions and can effect change. Thus, the beliefs held about the kind of effective leaders will not change until more women and minorities are given the opportunity to demonstrate their capabilities.

## The Literature and the Study

In summary, it seems evident that there is a need to study the perception of learning-centered leadership practices of Illinois community college presidents. The literature reviewed discussed learning college practices, transformational leadership, and the impact of gender and race on leadership. In addition, the studies cited show that the president's role and perceptions were essential to creating and maintaining a learning college. Thus, commencement of becoming or creating a learning college is to ascertain what the perceptions are of the presidents who must bring about such transformation. It is the president who must cultivate the college community to focus on placing learning first as its primary goal if the college is to make the change and become a learning college.

It is through the president's transformational leadership process that the colleges undergo radical changes from a teaching college to a learning college. The influence of gender and race do not impact presidents' leadership abilities. As such, the learning-centered questionnaire (Appendix C) was administered to Illinois presidents in this study to examine their perception of learning-college practices and to ascertain whether race or gender had any influence on their perception.

In Chapter 3, the methodology for the study is set forth.

# CHAPTER 3

# METHODOLOGY

Chapter 3 provides a description of the methodology employed in this study to examine Illinois community college female and male presidents' perceptions of leadership practices in creating or maintaining a learning college. Included are research design, null hypotheses, instrumentation, population, procedures for data collection, and data analysis.

## Research Design

The purpose of this study is to examine how female and male community college presidents perceive learning-centered leadership practices in creating or maintaining a learning college. The literature suggests that certain characteristics are present when an institution is a learning-college or learning organization. An instrument developed for the assessment of learning-college practices was utilized as a tool to examine and describe the presidents' perception of learning-college practices as leaders.

This study was designed as a survey research study. The survey examined the presidents' perceptions of leadership for creating and maintaining learning colleges and selected individual and institutional characteristics. Individual variables examined for each of the 13 categories are (a) number of years as a community college president, (b) number of years in current position, (c) number of presidencies held, (d) positions held prior to presidency, (e) years of experience, (f) years before retirement, (g) education, (h) race, (i) extent to which there is agreement that community colleges should be designed for the learner, and (j) extent to which current college is viewed as a learning college. Institutional variables examined for each of the 13 categories are (a) enrollment and (b) geographic location.

This survey study was intended to discover the relationships, if any, among the variables relative to the perceptions of Illinois female and male community college presidents. It was hoped that this study would lay the foundation for further research into the leadership practices of presidents of learning colleges. This research utilized a survey instrument to obtain as much data as possible relative to learning-college practices, together with a profile response form limited to the personal and institutional characteristics of each president. In Part I of the instrument, the presidents were asked personal data and institutional data about their respective institutions (Appendix B). In Part II of the instrument, the presidents were asked to indicate their opinion as to what extent they agreed with the 54 items listed as characteristics of a learning college.

## Null Hypotheses

The following null hypotheses were tested in this study:

1. There are no significant differences between female and male community college presidents' perceptions of learning-centered community college practices, examined in terms

of reported extent of agreement with 54 learning-centered practices items sorted into 13 predefined categories.

2. There are no significant differences between female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that community colleges should be designed for the learner rather than the employee.

3. There are no significant differences between female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that community college being a learning college.

The above null hypotheses are critical to the assessment of how presidents view the 13 categories of learning-centered practices (O'Banion, 1998). The design of the study was appropriate for addressing these null hypotheses.

## Population

The population of this study was composed of all Illinois presidents of two-year public community colleges, a total of 48 presidents, which constituted a complete enumeration of the population and thus no sample or sampling procedure was necessary. Of the 48 presidents, 10 were women. There were three racial-minority male presidents and three racial-minority female presidents included in this population. These presidents were located geographically throughout the state of Illinois.

In April 1999, all sitting presidents were invited to participate in the study. The list of presidents was obtained from the Illinois Community College Board in January 1999. The colleges were listed in alphabetical order without regard to type, location, or enrollment size and were assigned numbers for coding purposes. The total number of responding presidents was 34, 24 men and 10 women. Of the 24 men responding, one survey was discarded. Of the 10 women responding, one survey was discarded. The surveys were discarded due to the respondent's failure to complete Part II of the survey as directed. Thus, total number of males was 23 and the total number of females was nine.

## Instrumentation

The survey instrument for this study was adapted from the Inventory of Learning-Centered Practices (LCP) developed by O'Banion (1998). Written permission to modify the LCP for this study was received from O'Banion (Appendix A). The researcher named this modification the Learning-Centered Practices Questionnaire (LCPQ) (Appendix C).

O'Banion's (1998) LCP was written in an essay-question format. It did not include any profile information on the respondents or respondents' institutional data. O'Banion's instrument focused on learning-centered practices of a learning college.

The LCP instrument addressed the critical practices of a learning college that impact the perception that a president or major stakeholder would consider. As such, it appeared to this researcher to be the most appropriate instrument for assessing the extent to which the president's leadership perception of learning-centered practices reflected a learning college environment. The modified survey (LCPQ) was field tested for reliability and clarity by five community college vice presidents (Appendix B). Finally, the instrument was a document that could be easily translated into a working document for persons interested in creating or maintaining a learning college.

The LCPQ, the researcher's modification of the LCP, was a 54-item questionnaire consisting of two parts. Part I was designed to solicit profile information about participants, and Part II was designed to solicit presidents' perceptions of learning-centered practices.

Part I, the demographic information section, had 13 questions and was divided into two parts: (1) individual data and (2) institutional data. The individual data section contained questions on the following individual variables: (a) number of years as a community college president, (b) number of years in current position, (c) number of presidencies held, (d) positions held prior to presidency, (e) years of experience, (f) years before retirement, (g) education, (h) race, (i) extent to which there is agreement that community colleges should be designed for the learner, and (j) extent to which current college is viewed as learning college. The institutional data section contained questions on the following institutional variables: (a) enrollment and (b) geographic location.

Part II of the LCPQ consisted of 54 items in which respondents' indicated the extent to which they agreed with practices associated with learning colleges. The statements allowed participants to indicate to what extent they agreed with the practice. A five-point Likert scale was utilized to rate each item (SA = Strongly agree, A = Agree, N = No basis to rate, D = Disagree, and SD = Strongly disagree). The respondents' responses were for the Likert scale and were grouped as follows: (1) strongly disagree 0 – 1.5, (2) disagree 1.6 – 2.5, (3) no opinion 2.6 – 3.5, (4) agree 3.6 – 4.5, and (5) strongly agree 4.6 – 5.0.

The statements in the modified instrument were divided into sections as follows:

Category 1: Questions 1-5 related to whether the mission statement had been revised (Mission).

Category 2: Questions 6-9 related to whether stakeholders had been involved in the creation of the learning-organization concepts (Stakeholders).

Category 3: Questions 10-14 related to whether training should be provided to all staff in the institution (Training).

Category 4: Questions 15-18 related to whether conversations should be held about learning for recall, learning for understanding, or learning for appreciation (Conversations).

Category 5: Questions 19-22 related to whether learning outcomes should be identified and agreed upon (Outcomes).

Category 6: Questions 23-26 related to whether there should be an assessment of the learning achievement (Assessment).

Category 7: Questions 27-30 related to whether there should be criteria as evidence of ability to facilitate the learning process, commitment to develope learning outcomes and design alternative approaches to learning, and commitment to integrate new technology into the learning process among other criteria (Criteria).

Category 8: Questions 31-35 related to faculty and staff roles in a learning college. The learning college defines the role of learning facilitators by the needs of the learners (Role).

Category 9: Questions 36-39 related to the diverse learning styles that encourage students to succeed in the most appropriate instructional method (Styles).

Category 10: Questions 40-42 focused on learning opportunities in which students work in collaboration (Opportunities).

Category 11: Questions 43-45 related to the orientation of new and returning students to help them learn to take responsibility for their own education and to navigate the great variety of options available to them (Orientation).

Category 12: Questions 46-49 related to the use of information technology to create different systems to expand learning (Technology).

Category 13: Questions 50-54 related to the reallocation of resources for making substantive changes in the conceptual, procedural, curricular, and other architectural structures of past secondary education practices (Resources).

## Procedures for Collection of Data

The survey was a paper-and-pencil survey instrument entitled Learning-Centered Practices Questionnaire (LCPQ). The survey instrument, along with a cover letter, letter of support, consent form, and a self-addressed stamped return envelope, was mailed to the study's population on April 1, 1999. The cover letter gave a brief statement and overview of the study purpose, introduction of researcher, and a request for participation. A letter of support from two community college presidents was enclosed to further encourage participation (Appendix C).

In order to further maximize participation, a follow-up letter was mailed two weeks later, after the initial due date, April 7, 1999. This mailing included the survey, original cover letter, letter of support, and consent form as originally done in the study (Appendix C). Following these procedures, an effort was made to locate presidents who had not responded to the initial mailing by mailing a second follow-up survey form as well as placing follow-up telephone calls. The latter was used in an effort to get a high return rate.

The two-part survey instrument was designed to encourage participation by requiring the presidents to circle the items as opposed to providing an essay response as was the case for O'Banion's (1998) instrument. The survey was professionally printed and mailed to each president. The instrument was self-administered and took no longer than 30 minutes to complete.

Upon receipt of the completed survey, the researcher checked for completion accuracy. Any surveys not completed properly were discarded. Completed surveys were then organized for data analysis.

## Statistical Analysis

After the data were collected and organized, responses were coded into the 13 categories and entered into the computer. Responses to the items were summarized for 32 respondents. Demographic data were subjected to descriptive analysis and utilized for analysis of the presidents' perceptions of learning-centered practices in creating or maintaining a learning college as per the research questions.

Several statistical analyses were conducted on the data. Means for each item, each of the 13 clusters of items, and all items in aggregate were examined to assess the relative levels of agreement by the respondents. Frequencies for each of these items also were run to examine the distribution of such responses. Either analyses of variance or $\underline{t}$ tests were used to compare means for each cluster mean and for the aggregate mean for the different groups within the independent variables. Finally, the relationships between the independent variables, individually and in combination with each other, and the aggregate means were examined through the use of correlations. In the process, women's responses were compared to men's responses as reported by the research questions. The statistical analyses utilize 14 dependent variables for each independent variable examined.

Three types of statistical analyses were utilized to determine the presidents' opinions about learning-centered practices. Correlational data were utilized to examine the relationship among the continuous independent variables (years as a community college president, years in current position, number of presidencies held, number of years in all community colleges, years before retirement, enrollment, budget size, the responses to items 13 and 14 in section A of the survey instrument) and the predefined 13 categories. T tests were utilized to determine the existence of differences and similarities between respondents in terms of their college's location (nonurban), whether or not they had held certain prior roles (vice president of instruction, vice president of business, vice president of student services, vice president of other areas, dean, faculty, or other academic position), highest degree earned, race, or gender with the 13 predefined variables. Additionally, an analysis of variance was conducted to examine the similarities and differences among combinations of the above independent variables to determine the extent of their agreement to the 54 items when averaged across all items.

Race and degree were treated as dichotomies since the survey yielded responses in two categories for each variable. Furthermore, there were only three respondents in one of the two categories for each variable. Results from such small numbers would not be meaningful, and assumptions upon which appropriate statistical analyses are based would not be met. Analyses based on these variables yielded results that were not as robust as they would be with greater representation of minorities.

For college location, the splitting of "urban" into "city" and "suburbs" would have resulted in inadequate numbers in the subcategories. Hence, the comparison was made between "urban area" and "nonurban area" only.

Finally, analyses of variance were originally planned for the comparison of race, highest degree earned, and location because t tests are for dichotomous data and these variables normally would be represented by multiple categories. However, adjustments were made to race, highest degree, and location analyses due to considerations dictated by the data.

In cases of two-category independent variables, the output from multiple-category statistical comparisons (analyses of variance) yields significance levels equal to those of comparable t tests. T tests were utilized because they are more precise in the significance levels produced for both equal and unequal variance situations.

Item 13 in section A, which is a continuous independent variable, received 93.9% of its responses in one category ("strongly agree"), so analyses for this variable were adjusted. The frequency of the ratings were reported. The same method of analysis was used for item #14, "To what extent do you perceive your own college as a learning college."

## Summary

In this chapter, the methodology and procedures used for this study were reviewed.

These methods and procedures included research design, null hypotheses, population, instrumentation, procedures for collection of data, and statistical analysis. In Chapter 4, analyses of the data obtained from the responses to the mail survey are described.

# CHAPTER 4

# PRESENTATION AND ANALYSIS OF DATA

This chapter provides a presentation and analysis of the data for the study, drawn from the Learning-Centered Practices Questionnaire (LCPQ) and the participant profile survey. In the first section the demographic characteristics of the Illinois community college presidents who responded to the survey are profiled. In the second section, analyses by research questions are presented.

## Profile of Respondents

The LCPQ was sent to all Illinois community college presidents, a total of 48. The presidents in this study represent a broad cross-section of the Illinois community college presidents. Of the 48 surveys sent to presidents, 34 (70.8%) were returned, 32 complete and two incomplete. Therefore, the number of respondents' responses analyzed for purposes of this study were 32 (66.67%). The return rate of surveys exceeded an expectation of 50%.

The descriptive data in Table 1 represent a summary of returned surveys for continuous variables, by gender. The respondents as a combined group ranged from 1 to 23 years as president, with the mean being 9.03 years. Regarding item #2, years in current position, the respondents as a combined group ranged from 1 to 21 years with a

## Table 1
## Descriptive Summary for Continuous Independent Variables* and Comparison of Female (N = 9) and Male (N = 23) Respondents

| Survey Number & Variable | Respondent | Min | Max | Mean | SD |
|---|---|---|---|---|---|
| Item 1: Years as President | Female | 3 | 19 | 8.00 | 5.74 |
| | Male | 1 | 23 | 9.43 | 7.24 |
| | All | 1 | 23 | 9.03 | 6.79 |
| Item 2: Years in Current Position | Female | 3 | 9 | 5.44 | 2.13 |
| | Male | 1 | 21 | 7.00 | 5.42 |
| | All | 1 | 21 | 6.56 | 4.79 |
| Item 3: Total Number of Presidencies | Female | 1 | 3 | 1.44 | .73 |
| | Male | 1 | 3 | 1.48 | .67 |
| | All | 1 | 3 | 1.47 | .67 |
| Item 5: Years in Community College | Female | 15 | 37 | 25.67 | 5.68 |
| | Male | 1 | 35 | 23.74 | 8.61 |
| | All | 1 | 37 | 24.28 | 7.86 |
| Item 6: Years to Retirement | Female | 3 | 12 | 7.22 | 3.27 |
| | Male | 0 | 22 | 6.19 | 5.09 |
| | All | 0 | 22 | 6.50 | 4.58 |
| Item 10: Enrollment (In thousands) | Female | 1800 | 17000 | 6887.50 | 5145.16 |
| | Male | 1000 | 23000 | 5113.10 | 5203.42 |
| | All | 1000 | 23000 | 5620.07 | 5155.85 |
| Item 11: Budget (In millions) | Female | 11.0 | 60.0 | 32.278 | 15.123 |
| | Male | 3.0 | 52.0 | 21.350 | 14.723 |
| | All | 3.0 | 60.0 | 24.523 | 15.423 |

* Items 4, 7, 8, 9, 12, 13, 14, and 15 were not included as they were not continuous variables.

mean of 6.56, approximately 7 years. The summary data for item #3, total number of presidencies, ranged from 1 to 3 with a mean of 1.47. For item #5, years in community college, the combined group ranged from 1 to 37, with a mean of 24.28, approximately 24 years. For item #6, years to retirement, the range for the combined group ranged from 0 to 22 years, with a mean of 6.50, approximately 7 years. Item #10, enrollment as a combined group, ranged from 1,000 to 23,000, with a mean of 5,620.07. Finally, item #11, budget, had a range from 3 million to 60 million, with a mean range of 24,523 million. Items 4 (Type of Position Held), 7 (Highest Degree Earned), 8 (Gender), 9 (Race), 12 (Location), 13 (Extent of Agreement College is for the Learner), 14 (Extent of Agreement Your College Is a Learning College), and 15 (Comments on Learning-Centered Practices) were excluded from this table because these are not continuous variables. Additionally, items 13 and 14 were analyzed separately for research questions 2 and 3 respectively.

Table 2 is a summary of selected respondent profile variables. Regarding item #1, years in presidency (Table 2), "all" 32 respondents reported a range of 1 to 23 years. The majority (5, 56%) of female respondents as well as the male respondents (10, 43%) fell in the 1-6 years range. However, the female respondent percentage (56%) was significantly higher than the male respondent percentage (43%). In addition, the males were more highly represented than females in the 16-23 years range with female respondents reporting (1,11%) in comparison with males (5, 22%). Moreover, male respondents outnumbered female respondents 2 to 1.

## Table 2
## Summary Table of Selected Respondent Profile Variables

| Item and Variable | All (N=32) | | Females (N=9) | | Males (N=9) | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| 1. Years as community college president. | | | | | | |
| 1-6 years | 15 | 46.8 | 5 | 56 | 10 | 43 |
| 7-15 years | 11 | 34.4 | 3 | 33 | 8 | 35 |
| 16-23 years | 6 | 18.8 | 1 | 11 | 5 | 22 |
| 2. Years in current community college presidency. | | | | | | |
| 1-5 years | 18 | 56.3 | 3 | 33.3 | 15 | 65.2 |
| 7-12 years | 11 | 37.5 | 6 | 66.7 | 6 | 26.1 |
| 18-21 years | 2 | 6.2 | 0 | 0.0 | 2 | 8.7 |
| 3. Total number of presidencies held. | | | | | | |
| 1 presidency | 20 | 62.5 | 6 | 66.7 | 14 | 60.9 |
| 2 presidencies | 9 | 28.1 | 2 | 22.2 | 7 | 30.4 |
| 3 presidencies | 3 | 9.4 | 1 | 11.1 | 2 | 8.7 |
| 5. Total years in community college system. | | | | | | |
| 1-10 years | 2 | 6.2 | 0 | 0.0 | 2 | 8.7 |
| 11-20 years | 7 | 21.9 | 1 | 11.1 | 6 | 26.1 |
| 21-30 years | 16 | 50.0 | 7 | 77.8 | 9 | 39.1 |
| over 31 years | 7 | 21.9 | 1 | 11.1 | 6 | 26.1 |
| 6. Years to retirement.* | (N=30) | | | | (N=21) | |
| 1-5 years | 15 | 50.0 | 4 | 44.4 | 11 | 52.4 |
| 6-13 years | 12 | 36.7 | 4 | 44.4 | 7 | 33.3 |
| Over 13 years | 4 | 13.3 | 1 | 11.1 | 3 | 14.4 |
| 7. Highest degree earned. | | | | | | |
| Master's | 3 | 9.4 | 2 | 22.2 | 1 | 4.3 |
| Doctorate | 29 | 90.6 | 7 | 77.8 | 22 | 95.7 |
| 9. Race/Ethnicity. | | | | | | |
| African American | 3 | 9.4 | 2 | 22.2 | 1 | 4.3 |
| Caucasian | 29 | 90.6 | 7 | 77.8 | 22 | 95.7 |
| 10. Student enrollment.* | (N=28) | | (N=8) | | (N=20) | |
| 1,000 – 5,000 | 16 | 57.1 | 3 | 37.5 | 13 | 65.0 |
| 5,001 – 10,000 | 9 | 32.1 | 4 | 50.0 | 5 | 25.0 |
| 10,001 – 15,000 | 1 | 3.6 | 0 | 0.0 | 1 | 5.0 |
| 15.001 – 23.000 | 2 | 7.2 | 1 | 12.5 | 1 | 5.0 |
| 11. Annual Budget.* | N=31 | | N=8 | | N=23 | |
| Less than 15 million | 9 | 29.0 | 1 | 12.5 | 8 | 34.8 |
| 15.1 million – 30 million | 12 | 38.8 | 5 | 62.5 | 7 | 30.4 |
| 30.1 million – 45 million | 5 | 16.1 | 1 | 12.5 | 4 | 17.4 |
| 45.1 million – 60 million | 5 | 16.1 | 1 | 12.5 | 4 | 17.4 |

* N = less than 32.

The summary data for survey item #2, years in current presidency, "all" reported a range from 1 to 21 years. The majority of female respondents (6, 66.7%) reported in a range of 7 to 12 years in comparison to the majority of males (15, 65.2%) who reported a range of 1 to 5 years in their current presidency. This data suggests that female respondents had been in their current positions longer than their male counterparts.

The summary data for item #3, total number of presidencies, "all" 20 respondents (62.5%) reported that they were in their first presidencies. Specifically, female respondents (6, 66.7%) reported their first presidency, while male respondents (14, 60.9%) reported their first presidency. The female and male respondents differed in terms of the number of presidencies held, most notably in serving subsequent presidencies. Only three female respondents (33.3%) reported multiple presidencies compared to nine male respondents (39.1%).

For the summary data survey item #5, total years in the community college system of the 32 respondents, half (16) reported in the range of 21 to 30 years. The remaining respondents were divided fairly evenly between 11-20 years (7, 21.9%) and over 31 years (7, 21.9%). In comparison, the majority of female respondents (7, 77.8%) reported in the range of 21-30 years. Male respondents were fairly distributed with the majority (9, 39.1%) in the range of 21-30 years, with nearly a quarter (6, 26.1%) in the range 11-20 and another quarter (6, 26.1%) in the range of over 31 years. But males outnumbered the female respondents approximately 2 to 1 in the range over 31 years of service to the community college system. The data suggest that the majority of female respondents have had a longer tenure with the community college system than male respondents.

For the summary survey data item #6, of the 30 respondents, two male participants did not respond. Half of the presidents (15, 50%) will retire within 5 years, and a smaller percentage (11, 36.7%) will retire within of 6-13 years. The remaining respondents (4, 13.3%) will retire in more than 13 years. In comparison, the female respondents were evenly distributed between the range of 1 – 5 years (4, 44.4%) and 6 – 13 years (4, 44%) in years to retirement. It appears that the majority of male respondents will retire within five years (11, 52.4%).

For the summary survey item #7, of the 32 respondents, an overwhelming proportion (29,90.6) reported a doctorate degree. In comparison, female respondents (7, 77.8%) reported an earned doctorate, while male respondents reported a higher majority (22, 95.7%). Hence, the data indicate that the vast majority of community college presidents hold earned doctoral degrees, as expected.

For the summary survey item #9, race/ethnicity, of the 32 respondents, three (9.4%) were African American and 29 (90.6%) were Caucasian. The representation of African American presidents is not surprising given the population demographics at large, which is approximately 15% African American for the state of Illinois. Hence, the representation of African American in the presidency of community colleges is only slightly less than representation in the Illinois population as a whole. In comparison Caucasians outnumbered African Americans by a ratio of 10 to 1. There was a lack of Asian/Pacific Islanders, Hispanic/Latino and Native Americans represented in this study; however, the numbers are reflective of the percentages of minority presidents in the State of Illinois Community Colleges Board Report for 1998-1999. Thus, race was limited to two categories, African American and Caucasian.

For summary survey item #10, student enrollment, one female and three male participants did not respond. Twenty-eight respondents reported student enrollment ranged from 1,000 to 23,000 for 1998-1999 credit and noncredit course full-time enrollment. In comparison, half of female respondents (4, 50%) reported student enrollment in the range of 5,001 to 10,000, while the majority of males (13, 65%) reported in the range of 1,000 to 5,000. The data indicates that females hold presidencies at larger community colleges than males.

For the summary data for survey item #11, annual budget, one female participant did not respond. The 31 respondents reported budget dollars ranging from 3 million to 60 million dollars for operating the community college institution. The largest single category of respondents (12, 38.8%) had operating budgets that fell within the range of 15.1 to 30 million. Only two (25%) female respondents, compared to eight male respondents (34.8), reported budgets in excess of 30.1 million dollars.

Table 3 summarizes respondent's previous held positions prior to the presidency by gender. All respondents had been vice presidents and 50% were vice presidents of instruction prior to holding the presidency. This is consistent with Vaughan's study of community college presidents (Vaughan et al., 1994), where he describes the academic preparation and experience of community college presidents. Vaughan et al. stated that the traditional path to the presidency was through the vice president of instruction.

The other types of vice presidents represented were business, student services, corporate development, and administrative services. Vice presidencies in the broad areas of corporate development and administrative services were grouped together for sorting purposes. Positions reported other than vice presidencies included deans (43.7%), faculty/instructor (40.6%), and other (43.7%). The "other" category included coordinators, adjunct faculty, learning resource specialist, and counselors.

As shown in Table 4, when asked, "To what extent do you agree community colleges should be designed for the learner rather than the staff?" 94% reported strong agreement with the concept that the college should be for the learner. The male respondents were 100% in agreement while the female respondents were 88.9% in agreement that the college should be designed for the learner rather than staff members.

As shown in Table 5, when asked, "To what extent do you perceive your own current community college to be a learning college?", 90.6% reported agreement (agree and strongly agree) that their own colleges were learning colleges. The female respondents were 100% in agreement that their community colleges were learning colleges while the male respondents were 87% in agreement. It is notable that only male respondents reported either no opinion or disagreement with their community colleges as learning colleges.

Table 3

Profile Question #4:
Respondent's Previous Position Held Prior to Presidency by Gender
(Female N = 9, Male N = 23, All N 32)

| Type of Position | Previous Positions Held | Frequency | Percent |
|---|---|---|---|
| VICE PRESIDENCY (N=32) | Vice President of Instruction | Female 6 | 66.7 |
| | | Male 10 | 43.5 |
| | | All 16 | 50.0 |
| | Vice President of Business | Female 1 | 11.1 |
| | | Male 4 | 17.4 |
| | | All 5 | 15.6 |
| | Vice President of Student Services | Female 1 | 11.1 |
| | | Male 5 | 21.7 |
| | | All 6 | 18.8 |
| | Vice President of Corporate Development or Administration | Female 9 | 100.0 |
| | | Male 5 | 21.7 |
| | | All 5 | 43.7 |
| NON-VICE PRESIDENCY | Dean | Female 5 | 55.6 |
| | | Male 9 | 39.1 |
| | | All 14 | 43.7 |
| | Faculty/ Instructor | Female 5 | 55.6 |
| | | Male 8 | 34.8 |
| | | All 13 | 40.6 |
| | Other | Female 6 | 66.7 |
| | | Male 8 | 34.8 |
| | | All 14 | 43.7 |

* "All" responses exceed the sample size of 32 presidents since some respondents reported experience in more than one type of position, vice presidency or other.

Table 4
Profile Question #13:
Respondent's Agreement to the Extent the College Is For the Learner by Gender

| Q# 13 – Extent of Agreement as to the Learner | All N = 32 | | Female N = 9 | | Male N = 23 | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Strongly Disagree | 1 | 3 | 1 | 11.1 | 0 | 0 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| No Opinion | 0 | 0 | 0 | 0 | 0 | 0 |
| Agree | 1 | 3 | 1 | 11.1 | 0 | 0 |
| Strongly Agree | 30 | 94 | 7 | 77.8 | 23 | 100 |
| Total | 32 | 100 | 9 | 100 | 23 | 100 |

Table 5
Profile Question #14:
Respondent's Opinion of Their Own Institutions
as a Learning College by Gender

| Q# 14 – Extent of Agreement as to the Learning College | All N = 32 | | Female N = 9 | | Male N = 23 | |
|---|---|---|---|---|---|---|
| | f | % | f | % | f | % |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 1 | 3.1 | 0 | 0 | 1 | 4.3 |
| No Opinion | 2 | 6.3 | 0 | 0 | 2 | 8.7 |
| Agree | 19 | 59.3 | 8 | 88.9 | 11 | 47.8 |
| Strongly Agree | 10 | 31.3 | 1 | 11.1 | 9 | 39.2 |
| Total | 32 | 100 | 9 | 100 | 23 | 100 |

The remaining questions relative to the respondent's profile, items #12 and #15, were optional and treated anonymously. Optional item #12 asked for the institutional name and location. The majority of respondents provided the name of their institution. The respondents were located throughout the entire state of Illinois and no specific pattern as to location was identified.

Optional item #15 asked respondents for their comments on learning-centered practices and leadership. A total of 17 respondents provided comments. In general, comments were consistent with the literature with regard to learning-college practices and leadership. The presidents reported that community college presidents should lead the college in the direction of a learning-centered college by securing faculty, student, community, and staff support. They further reported that the president and board of trustees must espouse the vision for a learning college and provide the necessary training, and financial and personnel support. The focus of the institution must be on student learning. The students' skills must be assessed and various teaching methods employed to help the student be successful. Some of the reported barriers to this goal were collective bargaining agreements, organizational structure, historical practices, teaching versus learning environment, and time required to make the complete transition. There were no comments indicating a different position among the 17 responding presidents.

## Data Analysis

Three research questions were addressed in the study using analyses appropriate to each question. Data analyses are reported by the three research questions.

### Research Question #1

The first research question was stated as "What are the similarities and differences between female and male community college presidents' perceptions of learning-centered community college practices, examined in terms of reported extent of agreement with 54 learning-centered practices items sorted into 13 predefined categories?"

Data for this question were analyzed in 2 ways: *t* tests and correlations. The potential for any differences or similarities were limited by the fact that the means for each of the 13 categories ranged only between 4.10 and 4.48 on the 1 to 5 Likert-type scale. Such a small range would limit the likelihood of finding significant differences between groups. Hence, using the standard $p \leq .05$, only a few of the independent variables demonstrated a significant difference in agreement on any of the predefined 13 categories. The 13 categories, along with corresponding titles and conceptual definitions, are listed in Table 6.

Also, there were no significant relationships found between any of the continuous independent variables and the average across all items. Among all of the possible relationships, the independent variables show only low correlation to dependent variables in a few isolated instances.

For the first analysis, female respondents were examined first. Frequencies demonstrate that female respondents (Table 7) agreed and strongly agreed with the 13 predefined categories of learning-centered practices. There were no "disagree" or "strongly disagree" ratings in any category. There was only one "no opinion" rating for female respondents as to their perception of learning-centered practices.

Table 6
Categories

| Category | Question | Question Content |
|---|---|---|
| 1. Mission | 1-5 | Related to whether the mission statement had been revised. |
| 2. Stakeholders | 6-9 | Related to whether stakeholders had been involved in the creation of the learning organization concepts. |
| 3. Training | 10-14 | Related to whether training should be provided to all staff in the institution. |
| 4. Conversations | 15-18 | Related to whether conversations should be held about learning for recall, learning for understanding, or learning for appreciation. |
| 5. Outcomes | 19-22 | Related to whether learning outcomes should be identified and agreed upon. |
| 6. Assessment | 23-26 | Related to whether there should be an assessment of the learning achievement. |
| 7. Criteria | 27-30 | Related to whether there should be criteria as evidence of ability to facilitate the learning process, commitment to developing learning outcomes and designing alternative approaches to learning, and commitment to integrating new technology into the learning process among other criteria. |
| 8. Role | 31-35 | Related to faculty and staff roles in a learning college. The learning college defines the role of learning facilitators by the needs of the learners. |
| 9. Styles | 36-39 | Related to the diverse learning styles that encourage students to succeed in the most appropriate instructional method. |
| 10. Opportunities | 40-42 | Focused on learning opportunities in which students work in collaboration. |
| 11. Orientation | 43-45 | Related to the orientation of new and returning students to help them learn to take responsibility for their own education, and to navigate the great variety of options available to them. |
| 12. Technology | 46-49 | Related to the use of information technology to create different systems to expand learning. |
| 13. Resources | 50-54 | Related to the reallocation of resources for making substantive changes in the conceptual, procedural, curricular, and other architectural structures of past secondary education practices. |

### Table 7
### Female Respondents' Rating of Learning-Centered Practices by 13 Predefined Categories (N = 9)

| Category | SD | | D | | NO | | A | | SA | | Total N=9 % | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | freq | % | freq | % | freq | % | freq | % | freq | % | | |
| 1. Mission | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 55.6 | 4 | 44.4 | 100 | 4.4 |
| 2. Stakeholder | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.3 |
| 3. Training | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.3 |
| 4. Conversations | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.2 |
| 5. Outcomes | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 88.9 | 1 | 11.1 | 100 | 4.1 |
| 6. Assessment | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.3 |
| 7. Criteria | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.2 |
| 8. Role | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 100.0 | 0 | 0 | 100 | 4.1 |
| 9. Styles | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.4 |
| 10. Opportunities | 0 | 0 | 0 | 0 | 1 | 11.1 | 6 | 66.7 | 2 | 22.2 | 100 | 4.1 |
| 11. Orientation | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 77.8 | 2 | 22.2 | 100 | 4.3 |
| 12. Technology | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 55.6 | 4 | 44.4 | 100 | 4.4 |
| 13. Resources | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 66.7 | 3 | 33.3 | 100 | 4.2 |

Again, considering female presidents only, $t$ tests yielded only two statistically significant results in the 13 categories, as shown in Tables 8 and 9. First, female respondents who had earned doctorate degrees were more likely to assign a higher rating to Category 12 (Technology) (4.56 to 4.00, $p = .019$) than those who had only master's degrees.

Table 8
T Test for Category 12 (Technology)
for Female Respondents by Degree (N = 9)

| Degree | Mean | SD | Sig. |
|---|---|---|---|
| Master's | 4.0 | 0.00 | .019 |
| Doctorate | 4.6 | 0.047 | |

The second finding (Table 9) suggests that Caucasian respondents were more likely than African American respondents to assign a higher rating to Category 6 (Assessment) items, related to whether there should be an assessment of learning achievement (4.40 to 3.78, $p = .028$). There were two African American females and seven Caucasian respondents.

Table 9
T Test for Female Respondents by Race

| Race | Mean | SD | Sig. |
|---|---|---|---|
| African American | 3.77 | .534 | .028 |
| Caucasian | 4.40 | .30 | |

When considering male respondents only (Table 10), male respondents reported "agree" and "strongly agree" ratings with 13 predefined categories. Only a few expressed "no opinion" to categories 2, 4, and 5-11. Thus, male respondents did not differ greatly within their group when rating the 13 predefined categories. However, there were several respondents in the male group who reported "no opinion" in several of the predefined categories.

Table 10
Male Respondents' Rating of Learning-Centered Practices
by 13 Predefined Categories (N = 23)

| Category | SD | | D | | NO | | A | | SA | | Total=23 | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Freq | % | freq | % | Freq | % | freq | % | Freq | % | % | |
| 1. Mission | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 39.1 | 14 | 60.9 | 100 | 4.5 |
| 2. Stakeholder | 0 | 0 | 0 | 0 | 4 | 17.4 | 12 | 52.2 | 7 | 30.4 | 100 | 4.1 |
| 3. Training | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 73.9 | 6 | 26.1 | 100 | 4.2 |
| 4. Conversations | 0 | 0 | 0 | 0 | 3 | 3.0 | 16 | 69.6 | 4 | 17.4 | 100 | 4.1 |
| 5. Outcomes | 0 | 0 | 0 | 0 | 1 | 4.3 | 19 | 82.6 | 3 | 13.0 | 100 | 4.2 |
| 6. Assessment | 0 | 0 | 0 | 0 | 3 | 13.0 | 12 | 52.2 | 8 | 34.8 | 100 | 4.2 |
| 7. Criteria | 0 | 0 | 0 | 0 | 3 | 13.0 | 12 | 52.2 | 8 | 34.8 | 100 | 4.2 |
| 8. Role | 0 | 0 | 0 | 0 | 2 | 8.7 | 15 | 65.2 | 6 | 26.1 | 100 | 4.1 |
| 9. Styles | 0 | 0 | 0 | 0 | 2 | 8.7 | 15 | 65.2 | 6 | 26.1 | 100 | 4.3 |
| 10. Opportunities | 0 | 0 | 0 | 0 | 4 | 13.0 | 13 | 56.5 | 7 | 30.4 | 100 | 4.1 |
| 11. Orientation | 0 | 0 | 0 | 0 | 2 | 8.7 | 13 | 56.5 | 8 | 34.8 | 100 | 4.3 |
| 12. Technology | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 65.2 | 8 | 34.8 | 100 | 4.4 |
| 13. Resources | 0 | 0 | 0 | 0 | 2 | 8.7 | 16 | 69.6 | 5 | 22.0 | 100 | 4.1 |

Again, considering male respondents only (Table 11), t tests yielded only two significant differences. First, male respondents who had not previously been a dean were more likely to assign a higher rating to items in Category 2 (Stakeholders) than male respondents who had served as a deans (4.33 to 3.74, p = .031).

The other significant difference existed (Table 12) when examining community college roles outside those listed. Male respondents who had held a role other than those listed were more likely to assign a higher rating to Category 3 (Training) than those who had not (4.52 to 4.09, p = .014).

Table 11
T Test for Category 2 (Stakeholders)
for Male Respondents by Degree (N = 23)

| Position | Mean | SD | Sig. |
|---|---|---|---|
| Not Dean | 4.33 | 0.5060 | .031 |
| Dean | 3.74 | 0.7121 | |

Table 12
T Test for Category 3 (Training)
for Male Respondents by Degree (N = 23)

| Training | Mean | SD | Sig. |
|---|---|---|---|
| Not Dean | 4.34 | 0.4467 | .014 |
| Dean | 4.09 | 0.3333 | |

Also, male respondents who perceived their institutions as learning colleges had a negative correlation with Category 2 (Stakeholders) (-.432 correlation, p = .040). The male presidents did not believe the Stakeholders should be involved as equal partners in the creation of a learning college. But male respondents within their group had an average mean above 4.0, which indicates agreement among the male presidents for learning-centered practices.

For the second analysis (Table 13), the items within each category were averaged within each of the subcategories as well as across all items. Hence, the statistical analyses utilized 14 dependent variables for each independent variable examined. Thus, t tests were utilized to determine the existence of differences between respondents in terms of their gender. No ANOVAs were performed as originally planned since there were no multiple categories of independent variables. As t tests are more precise because they provide significance levels for both equal and unequal variance situations, they were utilized. The potential for any differences or correlations was limited by the fact that the means for each of the 13 categories ranged only from 4.10 to 4.48 on the 1 to 5 Likert-type scale. Such a small range limited the likelihood of finding significant differences between groups. Hence, using the standard $\underline{p} \leq .05$, only a few of the independent variables demonstrated a relationship to the response levels of the categories that were at all significantly statistical.

The combined respondents who had not been some other kind of vice president were more likely to assign a higher rating to Category 9, Learning Styles, than ones who had been vice presidents of instruction, 4.37, 3.95, $\underline{p} = .038$, respectively. In addition, combined respondents who had not been deans were more likely to assign a higher rating to Category 2, Stakeholders, than ones who had been deans, 4.34 to 3.92, $\underline{p} = .039$, respectively. Also, combined respondents who had held a community college role other than those listed were more likely to assign a higher rating to Category 3 items than ones who had not been 4.43 to 4.12, $\underline{p} = .029$, respectively.

Thus, there were no significant differences found between male and female presidents as to the 13 categories of learning-centered practices. The trend for all presidents together is a strong agreement across all 13 categories that these learning centered practices are essential components to becoming or maintaining a learning-centered college.

As shown in Table 14, there were no other significant findings. Thus, a conclusion can be drawn for Research question 1 that the female and male presidents are more similar

## Table 13
## Summary of Ratings of 13 Categories by Gender

| SEX | | N | Mean | Std. Deviation | F | Sig (2-tailed) |
|---|---|---|---|---|---|---|
| Category 1 | Female | 9 | 4.4278 | .4604 | .020 | .708 |
| Mission | Male | 23 | 4.4957 | .4548 | | |
| Category 2 | Female | 9 | 4.3111 | .3333 | 4.005 | .383 |
| Stakeholders | Male | 23 | 4.1000 | .6486 | | |
| Category 3 | Female | 9 | 4.2889 | .3756 | .531 | .778 |
| Training | Male | 23 | 4.2435 | .4176 | | |
| Category 4 | Female | 9 | 4.2444 | .2603 | 1.695 | .516 |
| Conversations | Male | 23 | 4.1370 | .4593 | | |
| Category 5 | Female | 9 | 4.1389 | .2826 | 1.724 | .488 |
| Outcomes | Male | 23 | 4.2391 | .3879 | | |
| Category 6 | Female | 9 | 4.2611 | .3822 | 2.623 | .741 |
| Assessment | Male | 23 | 4.1913 | .5768 | | |
| Category 7 | Female | 9 | 4.2444 | .2789 | 4.839 | .698 |
| Criteria | Male | 23 | 4.1652 | .5773 | | |
| Category 8 | Female | 9 | 4.1556 | .2603 | 4.737 | .783 |
| Role | Male | 23 | 4.1043 | .5253 | | |
| Category 9 | Female | 9 | 4.3889 | .3333 | 2.745 | .487 |
| Styles | Male | 23 | 4.2717 | .4517 | | |
| Category 10 | Female | 9 | 4.1481 | .4747 | 1.026 | .989 |
| Opportunities | Male | 23 | 4.1449 | .6343 | | |
| Category 11 | Female | 9 | 4.3333 | .4082 | .599 | .875 |
| Orientation | Male | 23 | 4.3043 | .4811 | | |

(continued on following page)

Table 13 continued
Summary of Ratings of 13 Categories by Gender

| SEX | | N | Mean | Std. Deviation | F | Sig (2-tailed) |
|---|---|---|---|---|---|---|
| Category 12 | Female | 9 | 4.4444 | .4805 | .399 | .974 |
| Technology | Male | 23 | 4.4384 | .4524 | | |
| Category 13 | Female | 9 | 4.2111 | .4859 | .018 | .481 |
| Resources | Male | 23 | 4.0630 | .5415 | | |
| | Female | 9 | 4.2840 | .2442 | 2.596 | .697 |
| Cat113 | Male | 23 | 4.2286 | .3918 | | |

* Likert Rating Scale 1 to 5, (1) SD = Strongly disagree, (2) D = Disagree, (3) N = No basis for opinion. (4)A = Agree. (5) SA = Strongly agree

than different in their leadership perceptions of learning-college practices, examined in terms of reported extent of agreement with 54 learning-centered practice items sorted into 13 predefined categories.

Additional analysis from correlation tables revealed several significant correlations for female respondents. The first is between number of years in current presidency and Category 1 (Mission) (-.64 correlation, p = .042). Thus, the longer the presidency, the more likely female presidents were to revise the mission statement.

A second significant correlation emerged between the number of years in current presidency and Category 9, styles (.746 correlation, p = .021). Thus, the longer the presidency, the more likely "all" female presidents agreed that diverse learning styles should be reflective in the instructional methods.

Table 14
All Respondents' Rating of Learning-Centered Practices
by 13 Predefined Categories (N = 32)

| Category | SD<br>freq % | D<br>freq % | NO<br>freq % | A<br>freq % | SA<br>Freq % | Total N=32 % | Mean |
|---|---|---|---|---|---|---|---|
| 1. Mission | 0 0 | 0 0 | 0 0 | 14 43.8 | 18 56.2 | 100 | 4.5 |
| 2. Stakeholder | 0 0 | 0 0 | 4 12.5 | 19 59.4 | 9 28.1 | 100 | 4.2 |
| 3. Training | 0 0 | 0 0 | 0 0 | 24 75.0 | 8 25.0 | 100 | 4.3 |
| 4. Conversations | 0 0 | 0 0 | 3 9.4 | 23 71.9 | 6 18.8 | 100 | 4.2 |
| 5. Outcomes | 0 0 | 0 0 | 1 3.1 | 27 84.5 | 4 12.6 | 100 | 4.2 |
| 6. Assessment | 0 0 | 0 0 | 3 9.4 | 19 59.4 | 10 31.4 | 100 | 4.2 |
| 7. Criteria | 0 0 | 0 0 | 3 9.4 | 19 59.4 | 10 31.4 | 100 | 4.2 |
| 8. Role | 0 0 | 0 0 | 2 6.2 | 24 75.0 | 6 18.9 | 100 | 4.1 |
| 9. Styles | 0 0 | 0 0 | 2 6.2 | 22 68.8 | 8 25.0 | 100 | 4.3 |
| 10. Opportunities | 0 0 | 0 0 | 4 12.5 | 19 59.4 | 9 28.2 | 100 | 4.1 |
| 11. Orientation | 0 0 | 0 0 | 2 6.2 | 20 62.5 | 10 31.3 | 100 | 4.3 |
| 12. Technology | 0 0 | 0 0 | 2 6.2 | 18 56.2 | 12 37.6 | 100 | 4.4 |
| 13. Resources | 0 0 | 0 0 | 2 6.2 | 22 68.8 | 8 25.0 | 100 | 4.1 |

Third, years to retirement negatively correlated with Category 12, Technology (-.846 correlation, $p = .004$), for "all" presidents. Female presidents with fewer years to retirement did not agree that the use of information technology should be created to expand learning.

Finally, total budget dollars negatively correlated with Category 5, Outcomes (-.752 correlation, $p = .019$); Category 7, Criteria (-.726 correlation, $p = .027$); and Category 8, Faculty and Staff Roles in a Learning College (-.708 correlation, $p = .033$). Thus, the female presidents with larger budgets were not likely to agree that criteria should be identified and agreed upon that demonstrated an ability to facilitate learning, integrate technology in to the learning process, and design alternative approaches to learning by faculty. Also, the category relative to faculty roles as facilitators of learning were not positively correlated with large budgets. Thus, the focus of learning outcomes, roles, styles, and criteria do not appear to correlate strongly with the amount of budget a president has at her disposal.

Additionally, analysis from correlation tables revealed only one significant correlation for male respondents. The significance between responses to item 14 on the survey and Category 6, Male Presidents Who Viewed Their College as a Learning College (-.432 correlation, p=.040) did not agree that there should be a learning assessment of student learning outcomes.

As a combined group, data revealed no significant differences between male and female presidents with regard to their perceptions of learning-centered practices as leaders. The first significant correlation was between years as president and Category 12 (Technology) (.378 correlation, p = .033). The more years the president had, the more they believed that technology should be used to expand learning. Second, between years to retirement and Category 4 (Conversations) (.402 correlation, p = .028), those with fewer years to retirement did not rate holding conversations about learning practices as high. Third, those who viewed their colleges as learning colleges were less likely to rate stakeholders' involvement and assessment as high as those who had longer years to retirement. Responses to item 14 (whether their colleges were learning colleges) in Section A had a negative correlation with Categories 2 (Stakeholders) (-.386 correlation, p = .029) and 6 (Assessment) (-.414 correlation, p = .018). Thus, the presidents who perceived their own college as a learning college did not view stakeholder involvement and learning assessment as high as those who did not perceive their college as a learning college.

## Research Question #2

Research question 2 was stated as "What are the similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that community colleges should be designed for the learner rather than the employee?"

Item #13 in section A of the study survey addresses this research question. The item examined respondents' agreement with the statement "Community colleges should be designed for the learner rather than the employee." Data for this item were treated as continuous dependent variables. They were analyzed (Table 15) with a calculation of frequency and percent of response on a 5-point scale and a calculation of the mean. Almost all of the responses (30, 93.7%) were at one level, "strongly agree." The extreme skewness of the data violates the normal distribution assumption underlying a correlation to the extent that such an analysis would yield meaningless findings. However, it is of interest that responses were so overwhelming in high agreement for both groups. This suggests that there is no difference between male and female presidents' perceptions that the college should be designed for the learner.

Table 15
Respondents' Rating of Extent of Agreement that
College Should Be Designed for the Learner
(All N = 32, Female N = 9, Male N = 23)

| Q# 13 – Community Colleges Should be Designed for the Learner Rather Than for the Employees. | All N = 32 |  | Female N = 9 |  | Male N = 23 |  |
|---|---|---|---|---|---|---|
|  | f | % | f | % | f | % |
| Strongly Disagree | 1 | 3.1 | 1 | 11.1 | 0 | 0 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| No Opinion | 0 | 0 | 0 | 0 | 0 | 0 |
| Agree | 1 | 3.1 | 1 | 11.1 | 0 | 0 |
| Strongly Agree | 30 | 93.8 | 7 | 77.8 | 23 | 100 |
| Total | 32 | 100 | 9 | 100 | 23 | 100 |

Generally speaking, the male respondents and female respondents did not differ greatly in their responses to question #13, "To what extent should the college be designed for the learner rather than staff?" There were no strongly disagree, no opinion, or disagree ratings for both groups. Only one female respondent expressed an opinion of agree compared to male respondents who overwhelmingly, like female respondents, agreed the college should be designed for the learner related to learning opportunities offered for the student. Otherwise, the data suggest majority agreement on the statement "To what extent should the college be designed for the learner rather than the staff?"

## Research Question #3

Research question three was stated as "What are the similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that their own community colleges are learning colleges?"

Statistical analysis of the data revealed that there was no major difference between males and females in their perceptions that their own community colleges were learning colleges, as shown in Table 16. Out of 32, 29 respondents fell into the agree and strongly agree categories with their ratings of questions #14, Section A. The total for respondents who agreed or strongly agreed was 90.7% (59.4 and 31.3, respectively). Only three respondents indicated that they had no opinion or did not agree. Thus, there were no differences between male and female presidents that their own community colleges were learning colleges. Additional analysis as stated before revealed that male presidents did not believe the stakeholders should be involved in the creation of a learning college.

## Summary

In Chapter 4 the research results of the study have been presented. First, a review of the descriptive data relative to the profile of respondents and their respective institutions. The second part included a presentation and analysis of data that reported the findings of the research questions addressed. In addition, their findings of importance were noted.

Table 16
Respondents' Rating of Extent of Agreement with
Own Community College Being a Learning College

| Q# 14 – Extent of Agreement with Own Community College being a Learning College | All<br>N = 32<br>f | <br><br>% | Female<br>N = 9<br>f | <br><br>% | Male<br>N = 23<br>f | <br><br>% |
|---|---|---|---|---|---|---|
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 1 | 3.1 | 0 | 0 | 1 | 4.3 |
| No Opinion | 2 | 6.3 | 0 | 0 | 2 | 8.7 |
| Agree | 19 | 59.3 | 8 | 88.9 | 11 | 47.8 |
| Strongly Agree | 10 | 31.3 | 1 | 11.1 | 9 | 39.2 |
| Total | 32 | 100 | 9 | 100 | 23 | 100 |
| Mean | | | | | | |

Responses were coded into 13 predefined categories and comparisons made based on gender. The overall findings indicated no significant difference between female and male presidents of Illinois community colleges in their reported perceptions of learning-centered practices. The total number of respondents was 32, with 23 males and nine females. Respondents who had achieved the position of president had held several positions within the community college system and had an average tenure of 20 years. The majority had been vice presidents prior to becoming a president. It appears that the majority will retire in five years. There were an overwhelming number of presidents with their doctorates. There was a lack of ethnic diversity within the group, which limited any meaningful comparison about race.

For both male and female respondents there was total agreement that the institution should be designed for the learner rather than the staff. Also, the data relative to what extent presidents believe their own college are learning colleges demonstrated strong agreement with that statement.

Chapter 5 discusses the results of this analysis, draws conclusions, and makes recommendations relative to this study.

# CHAPTER 5

# SUMMARY AND CONCLUSIONS

The first four chapters of this dissertation included an introduction to this study, a description of the purpose and problem, research questions, the background of the study, and the significance of the study. Delimitations as well as limitations were presented and definitions of critical terms were also given. Relevant and selected literature on learning colleges; transformational leadership; and leadership, gender, and race were reviewed. The critical role of the president as a transformational leader to bring about the transition from a teaching institution to a learning institution was discussed. The need for learning colleges was addressed and learning-centered practices were defined. Theory, practice, and policies were delineated. The methodology used in the study was described. The null hypotheses were stated, the design of the study noted. The population described and instrumentation and procedures for data collection and statistical analysis of data were also included. Chapter 5 includes the summary, findings, conclusions, implications, and recommendations for the study.

A summary of the study is given followed by conclusions and discussion of the findings. Implications are drawn for learning-college practices. Recommendations are offered for community college administrators and trustees and for further research, policy, practice, and preparation.

## Summary of the Study, Findings, and Conclusions

The purpose of the study was to determine Illinois community college presidents' perceptions of leadership practices for creating or maintaining learning college. The specific problem of the study was to examine the perceptions of female and male presidents of Illinois community colleges in terms of the adapted Inventory of Learning-Centered Practices Questionnaire (LCPQ) originally authored by O'Banion (1998). These learning-centered practices were grouped into 13 categories according to O'Banion (1998) based upon his Inventory of Learning-Centered Practices (LCP) and rated on the Likert scale.

The data from 32 presidents (9 female and 23 male) were collected and analyzed in order to address the research questions for the study. Several statistical analyses were conducted. Means for each item, each of the 63 clusters of items, and all items in aggregate were examined to assess the relative levels of agreement by respondents. Frequencies for each of these items also were run to examine the distribution of such responses. The t tests were used to compare means from both groups. Correlated data were utilized to examine the relationship among the continuous independent variables (years as a community college president, years in current position, number of presidencies held, number of years in all community colleges, years before retirement, enrollment, budget size, the responses to items 3 and 4 in section A of the survey instrument) and the predefined 13 categories. The analysis of data resulted in findings for the three research questions.

## Research Question #1

Reseach question 1 was significant in regards to similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices, examined in terms of reported extent of agreement with 54 learning-centered practices items sorted into 13 predefined categories. The category means showed more similarities than differences between female and male presidents' perception of learning-centered practices.

Overall, female respondents agreed 100% with the learning-centered practices. The t test revealed that female respondents who had earned doctorate degrees were more likely to assign a higher rating to Category 12 (Technology) than those who had only master's degrees. As education level increased, the perceived benefits of technology were more evident. The second significant t test finding among female respondents was that Caucasian respondents were more likely than African American respondents to assign a higher rating to Category 6 (Assessment) items, related to whether there should be an assessment of learning achievement. The existence of the difference between Caucasian and African American respondents may stem from the view that divergent learning styles have not been incorporated sufficiently in core curricula to address the differences in learning styles on nonmajority students, particularly African Americans.

In comparison, male respondents agreed (91.3%) with the 13 predefined learning-practices colleges. However, male respondents expressed no opinion relative to some of the predefined categories. Male respondent's t test scores yielded only two significant differences. First, male respondents who had not previously been deans were more likely to assign a higher rating to items in Category 2 (Stakeholders) than male respondents who had served as a dean. This difference may stem from the fact that committees can often be barriers to change. The literature suggested that presidents who are transformational leaders should be able to navigate long-term change effectively. The other significant difference existed when examining community college roles outside those listed. Male respondents who had held a role other than those listed were more likely to assign a higher rating to Category 3 (Training) than those who had not.

O'Banion (1997) and Senge (1990) both commented on the importance of training when making the shift to a learning college or learning organization. Thus, it is possible that those with the experience at the lower ends of hierarchy may identify with all levels of the workforce due to their total work experience. Also, male respondents who perceived their institutions as a learning colleges had a negative correlation with Category 2 (Stakeholder). The male presidents did not report believing that the stakeholders should be involved as meaningful partners in the creation of a learning college. This type of perception is contrary to the learning college concept. It raises questions about how managing large-scale change that has many constituents involved will be accomplished. Furthermore, it shifts the thinking and accountability from a learning institution back to a teaching institution. Employers, parents, and students should be involved in a meaningful way to ensure the change process will be beneficial and address their needs rather than perceived needs of the administration, faculty, and staff.

It is interesting to note that O'Banion (1997) in his study of learning colleges found the same predefined learning-centered practices noted in this study to be key in establishing or maintaining a learning college. The goal of learning colleges is to place learning first. As such, the entire college operation is designed with this primary goal. The institution's mission statement, policies, governance structures, funding, and allocation of resources enable the institution to make a shift from a teaching institution to a learning-centered institution. This suggests that evidence of interest and ability to make transitions should be considered in president hiring, performance expectations, and performance assessment.

The relevant literature on transformational leadership dealt with large-scale change. This transformational change is ordinarily expected to be brought about under the direction and guidance of the president. The president's role is pivotal in a college becoming a learning college based on the practices he or she exhibits. Guns (1995 noted that leadership holds the key to creating change. According to Jones (1996) there is a strong perception that there is a mismatch between what society expects and what students can do that has stimulated a number of new ways of teaching students and assessing students competencies in general education studies. Furthermore, Levin (1995) found that the impact of the community college president is significant in making a college a learning organization. Thus, the perception of the president is critical to colleges making this transition. Those presidents who make actual changes to the mission statement are critical to the overall change process. These presidents put their beliefs and vision into action by revising the mission statement. Therefore, it is significant that female presidents were more likely than male presidents to revise the mission statement. Presidents who are transformational leaders must be able to go beyond an articulated vision to revise their colleges' mission statements to bring all stakeholders' voices together toward the goal of establishing a learning college. Thus, the perception reported by the male presidents is not consistent with the traits of transformational leaders as described in the literature. Again, transformational leaders are critical to making change possible.

Boggs (1995) found a paradigm shift, from teaching college to learning college, must take place for change to occur. Those colleges that have identified goals for learning and student success outcomes and can document that success will be able to demonstrate core competencies. However, in the present study the male presidents did not report valuing the benefits of student outcome assessment. Again, this trait is contradictory, not only to the learning college concept but also to the leadership of transformational leaders.

Several studies concluded that the transformation process includes the focus of vision, revision of the mission statement, training of stakeholders, and support of the college community (legislative, board of trustees, faculty, staff, administrators, students, community and business leaders) (Elsner, 1997; Moskus, 1997; Ponitz, 1997). These steps are germane to becoming a learning-centered institution. Therefore, it does not seem reasonable that male presidents who have reported that their institutions are learning colleges would not want to involve stakeholders in the process, as in Moskus (1997), Elsner (1997), O'Banion (1997), and Boggs and Michael (1997). However, in this study president ratings are contrary and do not indicate that actual steps such as revision to the mission statement, involvement of stakeholders, and assessment that student learning has taken place.

As mentioned earlier, the respondents in this study supported the learning college concept and race nor gender differences impacted negatively or positively impacted the president's perception. This finding is supported by Fisher and Koch (1996) study that suggested no difference in leadership style by gender and/or race. However, the image or perception still exists that Caucasian males are the most effective (Fisher and Koch, 1996; Middlehurst, 1997; and Starratt, 1993).

Briefly, research question 1 demonstrated no significant differences between male and female respondents relative to the learning-centered practices. In general, female and male respondents were similar in most respects as reported by this data. Thus, no major differences were found between male and female presidents' perceptions of learning-centered practices.

## Research Question #2

Research question 2 was significant in regards to similarities and differences in female and male community college presidents' perceptions of learning-centered community college practices when examined in terms of extent of agreement that community colleges should be designed for the learner rather than the employee. The finding was significant that a majority of the 32 respondents 94% indicated agreement with the statement the college should be designed for the learner rather than the staff.

Their perceptions may be deemed as an important component for the shift from teaching college to that of learning college to take place. However, the rating of the male presidents indicates perceptions that do not involve stakeholders or that value accountability measures, such as student learning outcomes. As such, their perceptions are contrary to those practices espoused by learning colleges. There may not be any action taken to revise the mission statement, to broaden the input of stakeholders, or to allocate the resources necessary for training of stakeholders in order to bring about the transition from a teaching college to a learning college. Furthermore, it would have been beneficial to go beyond the questionnaire in order to ascertain why these presidents' perceptions were so divergent from those of learning-college principles even though they agreed that the college should be designed for the learner. In other words, those presidents whose ratings were contrary to learning-college principles should be given the opportunity to explain their ratings to aid in understanding their perception.

### Research Question #3

Research question 3 was significant in regard to similarities and differences in female and male community college presidents' perception of learning-centered community college practices when examined in terms of extent of agreement that their own community college is a learning college. Of the 32 respondents 90.7% agreed with the statement that their college was a learning college. As such, the data suggest that Illinois presidents perceive their institutions as a learning college. It is interesting to note that male respondents agreed with the learning-centered practices but did not believe that stakeholders should be involved in the creation of a learning college. Even though the male dean reported a negative correlation with the stakeholder involvement, this may be due to the difficulty deans have experienced in working with committees to bring about timely changes. The literature suggests that only the presidents equipped with transformational leadership qualities can effectively make their institutions become learning-centered institutions. Therefore, it is important that although these presidents reported viewing their institutions as learning colleges, O'Banion (1998) found when administering his inventory questionnaire that only four community colleges in the state of Illinois exhibited learning-centered practices. Thus, it would be beneficial to know how the presidents reached their conclusion that their colleges were learning colleges. This point merits further investigation.

## Implications and Recommendations

This last section contains implications and recommendations for learning-college practices; for recommendations for college administrators and trustees; and for further practice, policy, preparation and research. There are a number of implications that arise from conclusions reported in this study. While these implications may be applicable to other community college presidents concerning learning-centered practices, they are primarily descriptive of the population that provided the data. The generalizability of the population from which the data was derived is limited to the state of Illinois.

The findings of this study may be used to help community colleges focus on practices that encourage their shift from teaching institutions to learning institutions. The

The findings of this study may be used to help community colleges focus on practices that encourage their shift from teaching institutions to learning institutions. The existence of a clear vision and a mission statement committed to this end as noted by several researchers; O'Banion (1997), Ponitz (1997), Moskus (1997), and Elsner (1997) begin with the president's perceptions. Thus, if presidents are selected that embrace these learning-centered practices, then teaching colleges may be transformed into learning colleges. In addition, the extent that a president perceives his or her college as designed for the learner versus the staff impacts the decisions made relative to policies, funding allocation, governance structure, and course offering in implementing this type of large-scale change. Therefore, the overwhelming agreement for the concept and practices among female and male respondents makes the transition shift more attainable

Another important implication of this research is that presidents must employ the learning-centered practices in all arenas. According to Boggs (1995) this means stakeholders must be involved in a meaningful way. It is important to make sure every opportunity is given to stakeholders to voice their opinion in a constructive manner.

Although, the respondents reported barriers such as union contracts, limited funds, and lack of training, resources, and time to make the transition from teaching college to learning college, these obstacles are viewed as surmountable when the learning vision has been embraced by the college community. Therefore, the vision must be clear, which requires a president with a perception that puts into action learning-centered principles which encompasses stakeholders, training, involvement, and student learning achievement to gauge their progress toward becoming or maintaining a learning college.

The presidents who expressed a perception that stakeholders do not need to be involved may need to rethink their opinions. As mentioned earlier based on O'Banion (1997), presidents who report following learning-centered practices should also report believing that stakeholder involvement is critical to long-term change. Furthermore, legislatures need to develop policy and allocate the funds and resources to aid the transition from teaching college to learning college if educational reform is to occur.

In addition, the educational preparation of administrators should be focused on learning-centered practices. This study suggests that presidents agree with the concept and the literature supports these practices as critical to making the transition from teaching college to learning college. However, it is unknown as to how effective these presidents are in the implementation process and why female presidents tended to rate the revising of their mission statement as high compared to their male counterparts. Also, the apparent reluctance of the responding male presidents to involve stakeholders should be addressed. Therefore, preparation that enhances an administrator's ability to implement such large-scale change would be invaluable. Thus, community college administrators, boards of trustees, students, faculty, staff, and other stakeholders need to be trained in learning-college practices so that they can effectively manage input and output from external and internal influences. Then, stakeholders' involvement may be viewed more positively.

The findings and conclusions of this study suggest several areas for further studies. The study should be replicated to ascertain why the presidents perceived their colleges as learning colleges but have perceptions contrary to learning-centered principles. This study only compared presidents' perceptions, and future studies might be extended to include other groups that would be concerned with the implementation of a learning college. Research might be conducted to determine the staff, faculty, student, and community perception of their colleges' practices. Support from all stakeholders is germane to the success of a learning college. Thus, research that expanded this study could be beneficial to the transformation process to ensure that action accompanies the president's perception to make the shift a reality.

Finally, the possibility of replicating this study on a nation-wide level would have the potential for true educational reform beyond the community-college level to all institutions of higher education and K-12 systems.

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# APPENDICES

# APPENDIX A

# LETTER OF PERMISSION

LEAGUE FOR INNOVATION
IN THE COMMUNITY COLLEGE

1968 1998
30
EXCELLENCE
THROUGH
INNOVATION

December 2, 1998

Peggy Bradford
12 North 100 Berner Road
Elgin, IL 60120

Dear Peggy:

I am most pleased that you have found the inventory helpful as you plan your dissertation at Northern Illinois University.

I am pleased to authorize you to use the inventory in any way you wish to prepare an instrument to gather data from Illinois community colleges.

I look forward to receiving a copy of your instrument and will be pleased to send you my reactions.

Best wishes to you in your work. I look forward to receiving a copy of the results of your study.

Sincerely,

Terry

Terry O'Banion
President and CEO

TO'B:ma

26522 La Alameda, Suite 370 ◆ Mission Viejo, CA 92691 ◆ tel (949) 367-2884 ◆ fax (949) 367-2885

# APPENDIX B

# FIELD TEST COVER LETTER

# FIELD TEST COVER LETTER

Dear Colleagues:
Thank you for agreeing to serve as a field tester of the instrument for my study of Illinois Community College presidents. The study satisfies my dissertation research requirements for the Ed.D. in Educational Administration at Northern Illinois University.

Your evaluation of the instrument is crucial to completion of the study. I would greatly appreciate it if you would review the enclosed respondent profile form and Learning Centered Practices Inventory. Please write your comments relative to clarity, format, and readability on the instrument. Your participation will enable me to report a profile and comparison of community-college presidents across Illinois.

Please be assured that your response will be anonymous. Neither you nor your institution will be identified or identifiable in the report of the study.

Please return your response in the postage-paid envelope provided to:

Peggy F. J. Bradford
P. O. Box 7224
Elgin, Illinois 60120

Thank you for your time and assistance in reviewing the Learning Assessment Practices Inventory Questionnaire.

Sincerely,

Peggy Bradford
Northern Illinois University Doctoral Candidate
Former Vice President for Legal Human Services, Elgin Community College
PFJB:seh Enc:

# APPENDIX C

# COVER LETTER, LETTER OF SUPPORT, LEARNING-CENTERED PRACTICES QUESTIONNAIRE, AND CONSENT FORM

# COVER LETTER

March 29, 1999

Dear Illinois Community College Presidents:

I am conducting a study of Illinois community-college presidents' perceptions of leadership for creating and maintaining learning colleges. The study also satisfies my dissertation research requirements for the Ed.D. in Educational Administration at Northern Illinois University.

Your response is crucial to completion of the study. I would greatly appreciate it if you would take approximately 15 minutes to complete the enclosed respondent profile form and Learning Centered Practices Inventory. Your participation will contribute to greater understanding of Illinois community-college presidents' perceptions of learning-centered practices.

Please be assured that your response will be anonymous. Neither you nor your institution will be identified or identifiable in the report of the study. The coding that is included on the return envelope will be separated from your response upon receipt and used for follow-up purposes only. The letter of consent will be kept separate from your response to assure anonymity.

Please return your completed survey in the postage-paid envelope provided to:

Peggy F. J. Bradford
P. O. Box 7224
Elgin, IL 60120

If you would like a summary of the final report of the study, please check the request box on the return envelope. Thank you for your time and assistance in completing the Learning Assessment Practices Inventory Questionnaire.

Sincerely,

Peggy Bradford
Northern Illinois University Doctoral Candidate
Former Vice President for Legal Human Services, Elgin Community College

Enclosures

## LETTER OF SUPPORT

March 15, 1999

Dear Colleagues:

It is my pleasure to write a letter of support for the study of learning colleges undertaken by Peggy Bradford, former vice president of Elgin Community College and doctoral student at Northern Illinois University. This study is an exploratory survey to report and examine the perceptions of Illinois community-college presidents of leadership as it relates to the practices of learning colleges. The study has been adapted from Dr. Terry O'Banion's League of Innovation work in progress, Learning Centered Inventory.

The results are confidential and will be reported in the aggregate. Therefore, we encourage you to complete the questionnaire and forward it to Peggy Bradford prior to March 30, 1999. We are looking for a 100% return rate. A copy of the preliminary results will be provided in the summer of 1999.

Again, thank you for your time and consideration.

Sincerely,

Dr. Judith Redwine Dr. Paul R. Heath

# LEARNING CENTERED PRACTICES INVENTORY QUESTIONNAIRE (LCPIQ)
## A. Respondent Profile Information

Please indicate the most appropriate response to the following items about you and your institution.

1. Number of years as a community college president: ____________________

2. Total number of years in current position: __________________

3. Total number of community college presidencies held: __________________

4. Community college positions held prior to presidency (check all that apply):
   ___ Vice president of Instruction
   ___ Vice president of Business
   ___ Vice president of Student Services
   ___ Vice president of ________________________________________
   ___ Dean of ________________________________________________
   ___ Faculty/instructor in ______________________________________
   ___ Other _________________________________________________

5. Total number of years experience in any position in all community-college systems (all positions): ______________________________________________

6. Remaining number of years planned before retirement as community college president, including current position and possible future presidencies:
   ____________________________________________

7. Highest degree earned:
   ___ Masters
   ___ Doctorate
   ___ Other: ____________________________________________________

8. Your gender: ___ Male ___ Female

9. Your race/ethnicity
   ___ African American/Black
   ___ Asian or Pacific Islander
   ___ Caucasian other than Hispanic
   ___ Other ________________________________________________
   ___ Hispanic/Latina/o
   ___ Native American

10. Student 1998-99 credit and noncredit courses enrollment (FTE) _________

11. Total budget dollars in 1998-99 _________________________________

12. Optional: Name of institution or geographic location/district
    __________________________________________________________________

13. To what extent do you agree that community colleges should be designed for the learners rather than for the employees?
    _____ Strongly agree
    _____ Agree
    _____ No basis for opinion
    _____ Disagree
    _____ Strongly disagree

14. To what extent do you perceive your own current community college to be a learning college?
    _____ Strongly agree
    _____ Agree
    _____ No basis for opinion
    _____ Disagree
    _____ Strongly disagree

Optional: Comments about Learning Centered Practices and Leadership:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

## B. Opinions of Presidents on Community Colleges Learning-Centered Practices*

Please mark your extent of agreement with each statement by circling one response per item.

SD = Strongly disagree
D = Disagree
N = No basis for opinion
A = Agree
SA = Strongly agree

Please use the following definition in considering your response: Learning-centered practices are focused upon the learner and learning is placed first in all activities or practices at the college.

I believe that:

| | | | | | |
|---|---|---|---|---|---|
| 1. Discussions should be held among key constituents regarding the relevancy of the current mission statement in reference to becoming a learning college. | SD | D | N | A | SA |
| 2. The mission statement should be revised to include an emphasis on learning. | SD | D | N | A | SA |
| 3. The revision process should involve all stakeholders and achieve a general consensus. | SD | D | N | A | SA |
| 4. The governing board should be involved in the revision process. | SD | D | N | A | SA |
| 5. An institution-wide action plan should be started to implement the revised mission statement. | SD | D | N | A | SA |
| 6. Key leaders should carefully consider their position on involving all stakeholders in planning and implementing learning-centered practices. | SD | D | N | A | SA |
| 7. Support and clerical staff should be involved in the formal governance processes of the institution. | SD | D | N | A | SA |
| 8. Staff members should have equal access to training and staff development programs. | SD | D | N | A | SA |
| 9. The roles and rewards should be differentiated for the various stakeholder groups. | SD | D | N | A | SA |
| 10. Training priorities should be determined and resources allocated to becoming a learning-centered college. | SD | D | N | A | SA |
| 11. The training activities required for the learning college should interface with existing staff development programs. | SD | D | N | A | SA |

(questionnaire continued on following page)

(Questionnaire continued)

| | | | | | |
|---|---|---|---|---|---|
| 12. Training should be provided for all staff relative to the learning-centered practices. | SD | D | N | A | SA |
| 13. The staff training programs should reflect the practices inherent in a new paradigm of learning for students. | SD | D | N | A | SA |
| 14. Individuals and groups in the institution should be sufficiently knowledgeable about learning to lead these conversations. | SD | D | N | A | SA |
| 15. External consultants should be identified who can assist with these conversations. | SD | D | N | A | SA |
| 16. The purpose and process should be developed to focus the conversations and capture the outcomes for use in creating a new learning paradigm. | SD | D | N | A | SA |
| 17. The interested stakeholders should participate in the conversations. | SD | D | N | A | SA |
| 18. There should be general agreement across the institution regarding the value and importance of identifying and agreeing on learning outcomes. | SD | D | N | A | SA |
| 19. Leaders should create a mechanism and institute a pilot program for this process to begin. | SD | D | N | A | SA |
| 20. There should be a plan to engage every faculty member, every program, and every department in identifying and agreeing on learning outcomes. | SD | D | N | A | SA |
| 21. The institution should provide resources (training, reference material, release time, consultants) to assist staff with this difficult task. | SD | D | N | A | SA |
| 22. There should be general agreement across the institution regarding the value and importance of assessing learning outcomes. | SD | D | N | A | SA |
| 23. Courses and programs that already do a good job of assessing learning outcomes should be identified in the institution and cited as examples for others to explore. | SD | D | N | A | SA |
| 24. The major assessment instruments developed by testing companies should be reviewed for relevancy. | SD | D | N | A | SA |
| 25. Faculty should be encouraged to develop creative approaches for measuring learning outcomes that are not easily measured by traditional tests. | SD | D | N | A | SA |
| 26. The institution should complete a study of retirement plans of current faculty and administrators and project a 10-year replacement program. | SD | D | N | A | SA |

(questionnaire continued on following page)

(Questionnaire continued)

| | | | | | |
|---|---|---|---|---|---|
| 27. The criteria for selecting new employees to work in a new learning paradigm should be determined and implemented. | SD | D | N | A | SA |
| 28. The selection committees should be trained in applying the criteria. | SD | D | N | A | SA |
| 29. The criteria should be linked to staff evaluation and staff development programs. | SD | D | N | A | SA |
| 30. The leaders should review emerging literature on learning and determine the kinds of faculty and staff roles needed to make the institution more learning centered. | SD | D | N | A | SA |
| 31. Key faculty and staff should be identified who model facets of the desired roles and included in planning for institutional change in this area. | SD | D | N | A | SA |
| 32. There should be an inventory of the underutilized skills, competencies, and desires of faculty and staff that could be applied in a learning-centered environment. | SD | D | N | A | SA |
| 33. The reward systems should be identified that will encourage faculty and staff to gravitate toward these new roles. | SD | D | N | A | SA |
| 34. Institutional structures should be realigned and barriers eliminated to allow these new roles to flourish. | SD | D | N | A | SA |
| 35. The college should make an inventory of the variety of instructional approaches currently in use by its faculty. | SD | D | N | A | SA |
| 36. The college should review the literature regarding the variety of instructional approaches that have proven effective in producing learning. | SD | D | N | A | SA |
| 37. The college should have a plan for increasing the number of instructional delivery options for its students. | SD | D | N | A | SA |
| 38. The college should explore the literature on learning styles and experiment with assessment instruments for determining differences in learning styles. | SD | D | N | A | SA |
| 39. The institution should use collaboration in planning and developing its policies, programs, and practices. | SD | D | N | A | SA |
| 40. The institution should experiment with collaborative learning experiences for students, such as learning communities and project-based education. | SD | D | N | A | SA |

(questionnaire continued on following page)

| | | | | | |
|---|---|---|---|---|---|
| 41. The value of the collaboration should be reflected in mission statements, program descriptions, course designs and reward systems. | SD | D | N | A | SA |
| 42. The institution should create a sufficient number of options for the delivery of learning and a system for matching student learning styles to these options. | SD | D | N | A | SA |
| 43. The faculty and staff should agree on the student's responsibility for providing information, planning, making decisions, exploring options, signing agreements, and these expectations should be documented and communicated to all potential and current students and to all stakeholders. | SD | D | N | A | SA |
| 44. The current orientation process should be reviewed and revised to expand experiences that will ensure a more thorough orientation to increased learning options and increased student responsibilities. | SD | D | N | A | SA |
| 45. There should be a long-range information technology plan to ensure the appropriate purchase and upgrading of equipment and a program for faculty and staff training. | SD | D | N | A | SA |
| 46. There should be a technology plan including specific reference to how technology will be used to increase and expand learning for students. | SD | D | N | A | SA |
| 47. There should be a college review of how technology can be applied to improve orientation, assessment, advisement, registration, instructional delivery, progress monitoring, interactions with faculty and other students, access to resources, competencies and goals achieved--all based on improving and expanding learning for students. | SD | D | N | A | SA |
| 48. The college should address how it will increase access to information technology for its students. | SD | D | N | A | SA |
| 49. The roles of administrators and managerial staff should be examined for increased efficiency. | SD | D | N | A | SA |
| 50. The institution should experiment with alternative workload formulas, especially the basic ratio of one faculty for every five courses. | SD | D | N | A | SA |

(questionnaire continued on following page)

(Questionnaire continued)

| | | | | | |
|---|---|---|---|---|---|
| 51. Institutional control measures such as program deletion, reduction in personnel, early retirement programs and frozen salary schedules should be portrayed honestly to the college community concerning the goal of increasing learning centeredness at the college. | SD | D | N | A | SA |
| 52. The use of part-time faculty, paraprofessionals, and volunteers should be factored in as resources to increase and expand student learning. | SD | D | N | A | SA |
| 53. Community resources should be tapped to help the institution become more learning centered. | SD | D | N | A | SA |
| 54. Community colleges, in particular your institution, should work toward becoming a learning-centered institution. | SD | D | N | A | SA |

* Survey instrument adapted with permission from O'Banion, T. (1998). A work in progress: Learning-Centered Practices Inventory.

Thank you for your participation in this study. Please return your completed survey by April 7, 1999 to:

Peggy F. J. Bradford
P. O. Box 7224
Elgin, Illinois 60120

PLEASE REMEMBER TO SIGN YOUR CONSENT FORM AND RETURN IT WITH THE SURVEY.

# LETTER OF INFORMED CONSENT OF STUDY CONTENT

I agree to participate in the research project titled Gender Differences Among Illinois Community College Presidents' Perceptions of Leadership for Creating or Maintaining Learning Colleges. I have been informed that the purpose of the study is to determine the practices that exhibit learning-college attributes.

I understand that if I agree to participate in this study, I will be asked to do the following:

1. I will complete the Learning Centered Practices Inventory Questionnaire (LCPQ).
2. I understand the identity of my institution and myself will not be disclosed in any publications or dissertation.

I am aware that my participation is voluntary and may be withdrawn at any time without penalty or prejudice and that if I have any additional questions concerning this study, I may contact Dr. Muriel Mackett at (815) 753-9333.

I understand that the intended benefits of this study are to understand those practices that foster a learning-college environment.

I realize that Northern Illinois policy does not provide compensation, nor does the university carry insurance to cover injury or illness incurred as a result of participation in University-sponsored research projects.

I understand that my consent to participate in this project does not constitute a waiver of any legal rights or redress I might have as a result of my participation, and I acknowledge that I have received a copy of this consent form.

Signature of Subject ______________________ Date ______________

Please return this form with your completed survey and mail to:

Peggy F. J. Bradford
P. O. Box 7224
Elgin, Il 60120

# APPENDIX D

# FOLLOW-UP LETTER

# FOLLOW-UP LETTER

Peggy Bradford
P. O. Box 7224
Elgin, IL 60120
(847) 697-7061
(847) 468-9446 (FAX)

April 14, 1999

Dear Illinois Community College President:

Approximately two weeks ago, you should have received from me a packet with a questionnaire and consent form. I requested that you please complete and return it to me.

Every response is critical to this study, and your response has not yet been received. Therefore, if you have not completed the questionnaire, I have enclosed another questionnaire for you. I desire a 100% return rate to help the real perception of Illinois community college presidents to be heard. Please be assured that you and your institution will remain anonymous.

If you desire to verify the study, please feel free to contact Dr. Muriel Mackett, dissertation chair, Northern Illinois University, (815) 753-9333 or at mmackett@niu.edu

Thank you for your assistance.

Sincerely,

Peggy F. J. Bradford
Northern Illinois University Doctoral Candidate
Former Vice President for Legal and Human Services, Elgin Community College

PFJB:seh
Enc:

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